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ABSTRACT

This revised marketing education handbook is intended to assist marketing education teachers and administrators in Connecticut in preparing students to enter meaningful careers in marketing, merchandising, and management positions. The 17 units of this reference guide cover the following topics: introduction; mission and scope of marketing education; marketing education program guidelines; marketing education teacher-coordinator's role; marketing education curriculum guidelines; entrepreneurship project; safety; student recruitment and selection; the training station; effective coordination practices; school store operations; public relations activities; marketing education advisory committees; Distributive Education Clubs of America (DECA) general information; DECA student handbook; calendar of events; and resources (lists of free and inexpensive materials and selected marketing education program resources). (KC)

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CONNECTICUT
MARKETING EDUCATION HANDBOOK

PREPARED FOR

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
BUREAU OF VOCATIONAL SERVICES
MIDDLETOWN, CONNECTICUT

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SEPTEMBER, 1989

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CONNECTICUT MARKETING EDUCATION HANDBOOK

MARKETING EDUCATION

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PREFACE

This revised Connecticut Marketing Education Handbook is intended to assist the various Marketing Education personnel in Connecticut to better prepare students to enter meaningful careers in marketing, merchandising, and management positions. Since the American free enterprise system is based on sensitivity to consumer desires, profits will only occur when a reservoir of skilled personnel is adequately qualified to match the nation's output of goods and services with customer needs and wants.

Connecticut's Marketing Education Program has had a long and distinguished career. In 1952, it was a welcome addition to the State's nationally acclaimed vocational education curriculum. Since then, it has become an integral part of Connecticut's commitment to supplying outstanding vocational education graduates to meet the State's human resource needs. This handbook is further evidence that Connecticut is committed to a quality vocational Marketing Education Program.

The authors of the various sections of this reference document represent a cross section of the Marketing Education talents in Connecticut. All gave their efforts unselfishly. It is believed that this CONNECTICUT MARKETING EDUCATION HANDBOOK will be a volume that will have utility both initially and throughout the next several years.

The Division of Vocational, Technical and Adult Education, Connecticut State Department of Education provided the leadership talents and the project grant that allowed this resource manual to become a reality.

The project team members who worked diligently to prepare this handbook hope that it will be used to develop Connecticut's Marketing Education Programs to their fullest potential.

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GENERAL INFORMATION

The development of the Marketing Education Handbook is the direct result of the forever increasing changes taking place in the discipline of Marketing Education. This handbook will provide coordinators with curriculum guides, resource material, and vocational guidelines specifically designed to meet the needs of Connecticut's Marketing Education Programs.

This Handbook should help the Teacher/Coordinator:

1. To develop a closer working relationship between the school and the business community.
2. To acquaint and prepare students for the marketing occupational opportunities of today and tomorrow.
3. To provide the necessary educational experiences needed for initial job entry in the marketing sector of our economy.
4. To prepare students who are employed in one segment of marketing to transfer to another segment of marketing or to be promoted in their present positions.

The Marketing Education Handbook is an accumulation of ideas and information of coordinators from Connecticut and other states. The Committee would specifically like to thank the following states for submitting substantial supporting materials and drafts: Alabama, California, Idaho, Massachusetts, Michigan, Missouri, Montana, Nebraska, North Carolina, North Dakota, Oklahoma, Pennsylvania, Tennessee, Texas, Vermont, Washington, Wisconsin and Wyoming. Additionally, resources from The Marketing Education Section, Ohio State University, and the Extension Instruction and Materials Center, Austin, Texas, were used in preparation of this handbook.

This reference manual was designed for the Marketing Education Teacher/Coordinator's use. Therefore, please feel free to duplicate sections whenever needed to promote Marketing Education effectively.

BEST OF LUCK!

TABLE OF CONTENTS

	<u>PAGE</u>
I. INTRODUCTION	
A. Preface	i
B. General Information	ii
II. MISSION and SCOPE	
A. Mission of Marketing Education	1
B. Scope of Marketing Education	1
1. Curriculum Framework	2
2. Foundational Skills for Marketing	2
3. Marketing Functions and Applications	2
4. Marketing Employment Level	3
5. Levels of Instruction	4
C. Components of a Marketing Education Program	5
1. Marketing Education Teacher/Coordinator	5
2. Classroom Instruction in Marketing Education	5
3. Cooperative Work Education	5
4. Distributive Education Clubs of America	5
5. Advisory Council Committee	6
D. Articulation	6
III. MARKETING EDUCATION PROGRAM GUIDELINES	
A. Operational Guidelines	8
B. Connecticut Marketing Education Leadership Council	11
C. Evaluation Summarization Form	12
D. Marketing Education High Technology List	13
IV. MARKETING EDUCATION TEACHER-COORDINATOR'S ROLE	
A. Role of the Teacher/Coordinator	15
B. Extended Contract for Marketing Education Teacher/Coordinator	16
C. Professionalism	18
1. Service to Students	18
2. Service to the Profession	18
3. Acquisition of Knowledge to Improve Teaching	19
D. Professional Literature	19
E. Professional Organizations	20
F. Essential for an Effective Marketing Education Teacher/Coordinator	22
G. Teacher Certification Marketing Education	25
H. Time Management	27

V. MARKETING EDUCATION CURRICULUM GUIDELINES	
A. Introduction	30
B. Marketing and Marketing Education	31
C. The Framework	32
D. Connecticut's Common Core	
1. Introduction	34
2. Program Personnel	36
3. The Common Core	37
4. Vocational Education and the Common Core Marketing Education	40
E. Course Offerings	41
1. Marketing Education I	42
2. Marketing Education II	46
3. Selling	49
4. Advertising	50
5. Business Management	51
6. Retailing	52
7. Entrepreneurship	53
8. Fashion Merchandising	55
9. Human Relations for Marketing and Management . .	56
10. Marketing Mathematics	57
11. Merchandising	58
VI. ENTREPRENEURSHIP PROJECT	
A. Entrepreneurship Project Guidelines	59
B. Table of Contents	60
C. Evaluation	63
VII. SAFETY	
A. Safety	65
B. The Marketing Education Teacher/Coordinator's Safety Code of Ethics	65
C. Safety Rules	70
VIII. STUDENT RECRUITMENT AND SELECTION	
A. Recruitment and Selection	72
B. Program Promotion and Recruiting	74
1. Student Recruitment	74
2. Suggested Promotion Activities	74
3. Standards in Student Selection	75
4. Standardized Tests	76
5. Pre-Admittance Steps	76
C. Interview Procedure	77
1. Interest Questionnaire #1	79
2. Interest Questionnaire #2	80
3. Interview Record	81
4. Student Application	82
5. Application for Admittance	83
6. Suggested Personal Interview Questions	84
7. Student Interview Form	85
8. Student Interview Rating Sheet	86

IX. THE TRAINING STATION

A. Definition	87
B. Identification	88
C. The Occupational Clusters	89
D. Locating Suitable Training Stations	90
E. Questions for Qualifying Training Stations	91
F. Maintaining Positive Working Relationships	93
G. The Training Plan and Training Agreement	94
H. Flow Chart for Training Plan	98
I. Evaluating The Training Station Experience	99
J. Evaluation of the Training Station	99
1. Progress Report Sample #1	100
2. Progress Report Sample #2	101
K. Appendix	
1. Student Enrollment Record	102
2. Training Agreements	103
3. Instructional Training Plan	107
4. Title IX Agreement	109
5. Student Weekly Work Report	110
6. Work Report Questions	111
7. Daily Wage-Hour Report	112
8. End-of-Year Student Evaluation	113

X. EFFECTIVE COORDINATION PRACTICES

A. Definitions and The Training Plan.	115
B. The Coordination Visit	117
C. Other Purposes of Coordination	118
D. Ethical Coordinating Practices	119

XI. SCHOOL STORE OPERATIONS

A. Function and Role of School Store	120
B. The Marketing Student Store As A Tool of Instruction	120
C. Suggested Student Store Policies and Procedures	122
D. Suggested Job Descriptions and Duties	
1. Store Manager	129
2. Personnel Manager	130
3. Assistant Manager	130
4. Advertising Manager	131
5. Purchasing Manager	132
6. Accountant	133
7. Salesperson	134
E. Evaluation Standards for Student Store Employees	134

F. Operations Forms

1. Inventory Control Sheet	135
2. Basic Item Stock Control Form	136
3. Store Physical Inventory Form	137
4. Receiving Report	138
5. Over Ring Form	139
6. Cashier's Diary	140
7. Hourly Sales and Cash Out Record	141
8. Daily Closing Cashier's Procedure and Report	142
9. Daily Balance Slip	144
10. Daily Summary	145
11. Monthly Summary Of Cash Receipts	146
12. School Store Income	147
13. Ledger Book Forms	148
14. Combination Journal	149
15. Combination Journal (page 2)	150
16. Yearly Profit and Loss Statement	151
17. Income Statement	152
18. Balance Sheet	153

XII. PUBLIC RELATION ACTIVITIES

A. Definition and Principles of Public Relations	154
B. Public Relations Efforts for Specific Groups	156
C. Public Relations With Parents of Marketing Education Students	159
D. Public Relations With Marketing Education Employees	160
E. Planning and Publicizing DECA Special Events	161
F. Checklist for Planning Special DECA Events	163
G. Planning DECA Chapter Activities	164
H. Suggested Activities to Publicize Marketing Education and DECA	166
I. Outline for Presentation On Marketing Education	168
J. Mayor's Proclamation (Sample)	170
K. Broadcast Media Tips	171
1. Radio Script (Sample)	172
L. Checklist For Copy Preparation	173
1. News Release (Sample)	175
M. DECA Publications	177
N. Chapter Newsletter	177
O. Types of Programs	178
P. Public Speaking and Suggested In-School Activities	180
Q. School Personnel and Public Relations For the DECA Advisor	181
R. Suggested Out-of-School Activities	183

XIII. MARKETING EDUCATION ADVISORY COMMITTEES

A. Purpose and Definition	184
B. Standards for Local Advisory Committees	185
1. Membership	185
2. Function	185
3. Operation	186
4. Assistance	186
C. Advisory Committees That Work Well	189
D. Checklist for Utilizing Advisory Committees	191
E. Advisory Committee POWER Checklist	192
F. Samples	
1. Letter: Invitation To Serve	193
2. Letter: New Members	194
3. Letter: Second Meeting	195
4. Agenda: First	196
5. Agenda: Regular	197
6. Suggested Monthly Activities	198

XIV. DECA GENERAL INFORMATION

A. A Brief History of Connecticut DECA	200
B. DECA	203
1. Purposes of DECA Organization	203
2. Benefits of DECA Organization	205
C. Role of the DECA Advisor	207
D. Organizing And Operating a NEW Chapter	208
E. Organizing a Local DECA Chapter	210
F. Integrating DECA Into Marketing Education	211
G. DECA General Information	212
H. Purposes of DECA	213
I. DECA Facts and Terminology	214
J. Divisions of DECA	215
K. Levels of DECA Organization	216
L. DECA Conferences	217
M. Purposes of DECA Competitive Events	220
N. DECA Leadership Development	221
O. DECA Characteristics of Leaders	222
P. DECA Officer Agreement	223
Q. Election and Training of Local DECA Officers	224
R. Conducting Chapter Meetings	226
S. Chapter Officer Responsibilities in Conducting a Chapter Meeting	227
T. Sample Minutes of a DECA Chapter Meeting	228
U. Parliamentary Procedure Guide	229
V. Planning a Program of Work	232
W. Sample DECA Program of Work	234
X. DECA Chapter Committees	236
Y. Constitution	238

XV. STUDENT HANDBOOK

A. DECA Student Handbook

1. A Capsule History of Connecticut DECA	241
2. What is Marketing Education	242
3. What is DECA	242
4. DECA Emblem	242
5. DECA Divisions	243
6. Official DECA Colors	243
7. What DECA Means To You	243
8. DECA Competitive Events	244
9. District Breakdown	247
10. Scholarships	248
11. Goals of DECA.	249
12. Ten Commandments of Good Communications	250
13. Chapter Officer Responsibilities	251
14. DECA Facts	256

XVI. CALENDAR OF EVENTS

XVII. RESOURCES

A. Free and Inexpensive Materials	258
B. Selected Marketing Education Program Resources	272

MISSION OF MARKETING EDUCATION

The mission statement, prepared by Dr. Harland Samson in 1980, revalidated in 1984 and endorsed by the profession in 1985 should serve as the framework for Marketing Education Programs in Connecticut.

The mission of Marketing Education at pre-baccalaureate levels is to develop competent workers in and for the major occupational areas within marketing, assist in the improvement of marketing techniques, and build understanding of the wide range of social and economic responsibilities that accompany the right to engage in marketing in a free enterprise system.

Essential to the implementation of this mission for Marketing Education are the following seven fundamental premises that pertain to marketing instruction, programs, and personnel:

The discipline of marketing is the content base for all instruction.

Instruction will be offered to individuals in whatever educational settings necessary to meet community needs.

Programs will deliver a wide range of instruction including foundational skills required for marketing, marketing functions and applications, career competency development, management and entrepreneurial development.

Instruction will stress applications to and direct involvement with marketing business and be carried out by a variety of methods.

Professional personnel in the field of Marketing Education will have training in marketing, in marketing education, and will possess business experience in the field of marketing.

When offered, Marketing Education will be considered an integral part of the institution's education program, with direction and counsel coming, when possible, from a business community advisory group.

Marketing Education can also be designed as a general education course which orients people to the content of marketing as it applies to their daily encounters and transactions.

SCOPE OF MARKETING EDUCATION

The concept of Marketing Education has evolved from a rather narrow definition, to one which addresses marketing occupations in a wide range of employment environments. Instructional programs in Marketing Education reach all levels of pre-baccalaureate education and serve enrollees who are either employed, preparing for employment, or planning for advanced education.

Marketing Education is a program which is responsive to our expanding service-oriented economy in addition to fostering the private enterprise system. Marketing Education draws heavily upon community resources through its utilization of various instructional methods (classroom instruction, cooperative work experience, and the vocational student organization).

Marketing is a field which gives expression to creativity and requires problem-solving and decision-making to successfully meet the needs of the public. Judgment in carrying out functional marketing tasks is a key to successful job performance. Basic academic skills are particularly important for employment success and advancement in marketing careers.

Curriculum Framework

The Marketing Education program instructional content should have as its primary focus the marketing functions and their applications. Students at all levels of instruction must either possess or attain competence in a variety of foundational skills essential to the understanding and application of the marketing functions. The curriculum framework for marketing programs is, therefore, divided into two categories: Foundational Skills for Marketing and Marketing Functions and Applications.

Foundational Skills for Marketing

Basic Education Foundations: Basic skills and understandings, critical to success in many occupations, that may be viewed as pre- or co-requisites for the study of marketing. Topics include 1) mathematics, 2) communications, 3) self-understanding, 4) human relations skills, 5) decision-making, and 6) resource usage skill.

Basic Education: An understanding of the business environment and the marketing and management systems within which business decisions are implemented. Topics include 1) functions of business, 2) ownership structures, 3) management functions, 4) budgeting considerations, and 5) business operations.

Economic Foundation: Basic economic principles and concepts of free-enterprise and free-market economies that are fundamental to an understanding of marketing activities. Topics include 1) basic concepts, 2) economic systems, 3) cost-profit relationships, 4) international concepts of trade and interdependence, and 5) economic trends and indicators.

Marketing Functions and Applications

Distribution: Activities associated with the physical movement or transfer of ownership of a product or service from producer to consumer.

Financing: Determining the need for and availability of financial resources to facilitate marketing activities.

Management of Marketing Information: Procedures and methods for the continuous gathering, analyzing, and disseminating of information to facilitate marketing decisions including the automatic processing of these data.

Pricing: Determining an exchange price at which buyer and seller perceive optimum value for the goods or services.

Product Planning for Goods and Services: The process of developing the product or service mix in response to market opportunities.

Promotion: Communicating information about products, services, images, and/or ideas to influence purchase behavior.

Purchasing: Planning and procedures necessary to obtain goods and services for use in the business or for resale.

Risk Management: Managing marketing activities to optimize the relationships of potential loss to gain.

Selling: Responding to consumer needs and wants through planned, personalized communications in order to influence purchase decisions and ensure satisfaction.

Management: Organizing, planning, staffing, training, coordinating, researching and directing the efficient operation of a business.

Entrepreneurship: Activities involved in organizing and managing a business and assuming the risk of success or failure.

Program and specific courses in Marketing Education should remain flexible and diverse. This recognizes two facts relative to marketing. First, marketing is a fast-changing, dynamic, and expanding field. Second, the field of marketing is broad and serves diverse client groups. Marketing programs should be designed and implemented to serve a wide variety of students--the college bound, the student preparing for immediate employment, and the individual wishing to update and/or upgrade marketing knowledge.

Marketing Employment Levels

Instruction should be provided in a wide range of marketing theory and skills applications designed to prepare students for varying levels of employment. Employment in marketing can be categorized in levels from simple to complex in terms of assigned responsibilities and the extent of skills and knowledge required. The occupational requirements for each level of employment guide the identification of instructional objectives and learning activities. Pre-baccalaureate Marketing Education is directed to instruction at the following levels of marketing employment.

Career-sustaining marketing occupations involve performing duties, using routine decision-making skills, and limited control of ones own working environment. Individuals in career-sustaining level jobs should have marketing foundations and have indicated an initial interest in marketing.

Marketing Specialist occupations involve frequent use of decision-making and leadership skills. Jobs at this level require mastery of marketing skills across functions or extensive technical knowledge/skill in one function. Individuals in a marketing specialist occupation need to have a thorough understanding of the marketing concept and its functions.

Marketing Supervisor involves a high level of competence in decision-making and leadership. Individuals in this role are responsible for planning, coordinating, and supervising people. They may also be involved in the planning, coordinating, and supervising of marketing-related activities.

Manager-Entrepreneur implies competence in a variety of tasks related to owning one's own business or managing a department within an organization. Individuals at this level are fully responsible for the success or failure of a unit within an organization or of a small business enterprise. A comprehensive understanding of marketing and management competencies is required to function in this role.

Levels of Instruction

Marketing Education programs should be made accessible to interested persons at the secondary, post-secondary, and adult levels. To assure sequential objectives and learning experiences from one level of instruction to the next, articulation between secondary and post-secondary curricula should be carefully planned.

Secondary programs: Most secondary Marketing Education programs are comprised of classes which provide instruction for a range of marketing occupations. Students with differing marketing career objectives are served in a single program through a variety of instructional techniques, such as large group instruction, individualized instruction, cooperative work experience and vocational student organization activities (DECA). Other secondary programs are organized as "specialized" programs. Through specialized programs, such as Fashion Merchandising or Hotel Training, students can be given specific career competency development.

Post-secondary programs: At the post-secondary level, the same organizational patterns exist but with greater variety in course offerings. Multiple career goals are accommodated through general marketing or mid-management programs. Some programs are also offered with specializations similar to those in secondary programs, but with more emphasis on service occupations, such as those in real estate and hospitality industries.

Adult programs: At the adult level, classes are organized to meet mainly short-term educational objectives. These classes are offered by local education agencies, post-secondary institutions, and industry. Most often those enrolled are employed workers who wish to advance themselves in their present jobs or to prepare for new employment opportunities.

Marketing Education programs at all levels should strive to serve a cross-section of the population. The programs should meet the needs of those individuals seeking immediate employment in the field of marketing, those desiring further education and those pursuing careers in management and business ownership.

COMPONENTS OF A MARKETING EDUCATION PROGRAM

Marketing Education Teacher/Coordinator

Instructors must be both technically competent in marketing and professionally competent in education. Specifically, they shall be knowledgeable in marketing, economics, social skills, general business skills, and the product and service technologies accompanying the marketing occupations. The marketing teacher must be a professional educator capable of managing a total Marketing Education program.

As part of their preparation, marketing instructors must study marketing and education as well as take an array of supporting prerequisite courses in accounting, economics, computer applications, business law, management, etc.

In addition to having academic preparation, there is a requirement of actual work experience in marketing. This experience develops high levels of competence in product and service technologies associated with marketing occupations as well as self-confidence and credibility on the part of the marketing instructor.

Classroom Instruction in Marketing Education

Classroom instruction should be provided in a wide range of marketing theory and skill applications designed to prepare students for career-sustaining, marketing specialist, marketing supervisor, or manager/entrepreneur occupations.

Instruction should focus on the marketing functions of distribution, financing, management of marketing information, pricing, product planning for goods and services, promotion, purchasing, risk management, selling, management, and entrepreneurship. It may also include basic educational foundations, business foundations, and economic foundations.

Cooperative Work Education

Cooperative work experience shall be regularly scheduled to develop a vocational understanding of specific marketing occupations. This would involve student placement at a training station providing hands-on experience in a variety of marketing skills. The Teacher/Coordinator and job training sponsor will work together to reinforce concepts learned in the classroom and their application to real business situations. The marketing laboratory experience, which might include a school store or an ongoing project related to marketing, is also acceptable.

Distributive Education Clubs of America

Distributive Education Clubs of America, (DECA), is a vocational student organization for students enrolled in the Marketing Education Program. DECA is a method of instruction which, through a variety of activities, reinforces what the student learns in the classroom or on the job. DECA provides students with recognition, opportunities to develop an individual sense of responsibility, and a greater understanding and appreciation of marketing, merchandising, and management.

Advisory Council Committee

Course offerings, curriculum, and the instructional program should be developed with input from community representatives in the marketing area. The advisory committee serves as a tool to provide assistance to the local Teacher/Coordinator in all phases of the program.

The courses, cooperative work education, DECA and the advisory committee are further described in subsequent sections of this Handbook.

ARTICULATION

The needs of students and industry must form the basis for planning and implementing effective instruction and training in Marketing Education programs. Instruction in marketing is available to students in secondary and post-secondary institutions as well as to employed and unemployed adults through adult marketing programs. In order to assure that sequential objectives are achieved and learning experiences occur from one level to the next, careful articulation between program levels is necessary. Articulation refers to an effort to arrange instructional programs in a connected sequence in order to avoid instructional repetition.

Better articulation can be achieved by involving representatives of educational institutions (secondary, post-secondary, adult) and community groups (advisory committee members, training sponsors) in sharing the responsibility for developing and implementing the Marketing Education program. Only through combined efforts will the best possible delivery system for marketing careers be realized. When representatives of education and industry are involved in initiating, planning, developing, and evaluating Marketing Education programs, a more uniform and sequential educational effort exists on a statewide basis.

Careful articulation allows for efficient use of resources. Institutional resources are conserved through eliminating duplication of educational experiences. In addition, articulation can provide for advanced placement of secondary students who have achieved a pre-determined competency level of the knowledge, skills, and attitudes needed in marketing. This provides for a more efficient use of their time and money.

A more positive program image and attitude toward marketing education will occur within the community as better articulation is realized. In addition, the transfer from school to the work environment should be improved.

Better articulation requires the understanding, trust, and cooperation of teachers, administrators, counselors, advisory council members and the community. The articulation process should include:

1. The development of a basic philosophy cooperatively between the various educational and industry groups involved in the delivery of Marketing Education.
2. Communication of foundational and functional course work between secondary and post-secondary education.
3. A method of verifying and/or testing for competency achievement from the secondary to the post-secondary level or from one post-secondary institution to another.
4. A systematic evaluation of the articulation process.

MARKETING EDUCATION
COOPERATIVE WORK EDUCATION PROGRAM

OPERATIONAL GUIDELINES

Operational Guidelines for an approved Marketing Education Program in the local high schools in Connecticut are as follows:

- Enrollment 50 to 60 students per full-time Teacher/Coordinator.
- Grade level Grades 11 and 12.
- Selection of students Students enroll on the basis of their needs, interests and abilities. A cooperative effort between the Teacher/Coordinator, guidance and administration will enhance student placement. Each student must have a career objective in the field of marketing, merchandising or management.
- Length of program Two years. Grade 12 must work a minimum of 400 hours per year in the area of marketing, merchandising or management.
- Prerequisites In second year of program, grade 12, students must have successfully completed Marketing Education I and have the approval of the Teacher/Coordinator.
- Placement of Co-op students Students must be placed in training stations that relate to their career objectives and be commensurate with interests and abilities.
- Training Stations Meaningful, appropriate for students; "bona fide" training in reputable firms complying with all safety, health regulations and Federal and State employment laws; providing supervision and opportunities for advancement.
- Written Training Plan A training plan should be developed by Training Station Sponsor and the Teacher/Coordinator for each student. Plan shows systematic schedule of on-the-job tasks with corresponding check list of accomplishments and relationship of classroom instruction to training station tasks. Students must be aware of responsibilities within the training plan.

MARKETING EDUCATION
COOPERATIVE WORK EDUCATION PROGRAM
OPERATIONAL GUIDELINES...continued

- Training Agreement A written statement of the training commitment signed by all parties involved (student, Teacher/Coordinator, employer, parent). A specific set of procedures mandated by law with placing minors (15, 16 & 17 year olds) in training stations requiring hazardous tasks or restrictive hours must be followed.
- Ratios. 50 to 60 students to one full-time Teacher/Coordinator. In the event that a large number of students are taking Marketing Education II, the Teacher/Coordinator must have coordination time of 1/2 hour per week per student, and additional staff should be provided to accommodate enrollment.
- Teacher's Schedule. Full-time assignment, regular school year, Marketing Education classroom activities, store operation, lab projects, coordination of Co-op students, and an active DECA Chapter. Summer employment (10 days before/after school) is recommended.
- Facilities. A Marketing Education classroom cluster should include an over-sized classroom, a school store laboratory, Teacher/Coordinator office with telephone, ample storage area. The location of this facility should be exposed to the maximum flow of student traffic; should meet OSHA standards.
- Evaluations A planned and periodic evaluation program should be maintained by the local education agency. State and federal evaluations will be required periodically.
- Wage Considerations Students must be paid by their training station sponsors at least the minimum wage in conformity with state and federal labor laws.
- Transportation. Joint responsibility of school, Teacher/Coordinator, parent and student.

MARKETING EDUCATION
COOPERATIVE WORK EDUCATION PROGRAM
OPERATIONAL GUIDELINES...continued

- School Credit Marketing Education I classroom phase, one credit. If working in a paid training station that is career-related for four hundred (400) hours minimum per year, one credit (optional). Marketing Education II classroom phase, one credit. MUST work in a career related cooperative work experience training station. Four hundred (400) hours minimum per year, one credit.
- Equipment Fully equipped classroom, school store, lab and Teacher/Coordinator office.
- Related Vocational Instruction Strongly recommend Keyboarding, Business Law, Business Math and Accounting.
- Teacher Certification Certified Teacher/Coordinator of Marketing Education. The Teacher/Coordinator is responsible for the classroom teaching, student selection, placement of students, coordination of the total program and the follow-up of the Marketing Education students (See Connecticut State Plan).
- Advisory Group. An active, viable, and functioning business community advisory committee is a MUST for an effective and successful program.
- DECA Youth Group. Must have an approved Marketing Education Program in order to have an active DECA Chapter -- strongly recommended for all approved Marketing Education Programs.

CONNECTICUT MARKETING EDUCATION LEADERSHIP COUNCIL

The Marketing Education Leadership Council members are selected from approved State Programs.

The Marketing Education Leadership Council members are invited to serve for a one-year term and may serve additional terms.

The Leadership Council acts in a consultative capacity and has no administrative function. The primary purpose of this organization is to advise the State Consultant on relevant content and procedures for operating cooperative vocational education programs and development of professional activities in unison with State Department of Education personnel.

Other functions may include:

- Act as a sounding board on new ideas.

- Aid in determining standards for student selection.

- Help to achieve the objectives of the employment programs.

- Support the need of the programs to the State Board of Education.

- Act as a diplomatic corps for program expansion.

- Create goodwill in the community.

- Give prestige to the school, programs and community.

- Guide solutions to wage and hour problems.

- Help to evaluate the programs and establish standards making the program realistic.

- Aid in publicizing the programs.

- Serve as coordinating body for Marketing Education state-wide.

EVALUATION SUMMARIZATION FORM
FOR MARKETING EDUCATION PROGRAM

The federal guidelines mandate that each Vocational Education program must be evaluated at least every five years, or when deemed necessary. The Bureau of Vocational Services, State Department of Education, has developed a multi-page evaluation form to be used in evaluating Marketing Education Programs.

Just as the businesses takes inventory to ascertain the status of their businesses, so should Teacher/Coordinators evaluate their programs to ascertain the quality of that effort as compared to an accepted standard. Necessity for maintaining high standards in each Marketing Education Program is paramount. The social and economic benefits that result from a program that possess high standards are felt by the worker and the business. Therefore, the need for an organized procedure to measure the functioning of a Marketing Education Program exists.

The Marketing Education Teacher/Coordinator should have ready for the evaluator copies of the following:

1. Teacher's Schedule and enrollment.
2. Training Plans for each student.
3. Training Agreements for each student.
4. Curriculum outlines (Marketing Education I and Marketing Education II).
5. List of Equipment (date acquired, condition of equipment, and room location).
6. List of textbooks and supplementary materials including audio-visual materials used.
7. Latest balance sheet on school store operation signed by responsible High School Administrator.
8. List of Advisory Committee Members including their company and title, dates, agendas and minutes of meeting.
9. The Marketing Education Teacher/Coordinator will have available a written program of new or innovative curriculum plans for the following school year.
10. Complete summary report of High School Cooperative Training Stations for Marketing Education II students only (include addresses).
11. Written Agenda of the years Marketing Education Public Relations Program and DECA activities.

NOTE: The Evaluator(s) will visit the Training Station Sponsors.

MARKETING EDUCATION HIGH TECHNOLOGY LIST

Course - Marketing Education I & II

<u>EQUIPMENT</u>	<u>TRADE NAME/MODEL</u>
Closed Circuit Surveillance System	DAK INDUSTRIES IKEGAMI JVC MAGNAVOX PANASONIC RCA SHARP
Desktop Publishing System	A.B. DICK INPRINT #15, 19, ALDUS APPLE MAC SE, IBM PAGEMAKER, TANDY WYSE
Electronic Checkout Counter	SELRITE
Electronic Lettering System	KROY 80K Editor KROY 190, 290 MERLIN
Electronic Message Displays	ALPHA DATA DISPLAY LABELL INFO 152 SPECTRUM
Electronic Retail Terminal	NCR 2106 Programmed, 2114-1306, Classic 2117-3000 2122 SANYO TECH
Fluorescent Blackboard	TEXTLITE
Micro Computer/Printer System	ALTOS APPLE, AMSTRAD, MACINTOSH HEWLITT PACKARD IBM LEADING EDGE NCR PC6, PC8 NEC SHARP TANDY ZENITH

Field - Marketing
Course - Marketing Education I & II

<u>EQUIPMENT</u>	<u>TRADE NAME/MODEL</u>
Micro Computer/Projection Panel	DATA DISPLAY DUKANE KODAK MAGNIVIEW P.C. VIEWER SHARP
Multi-Screen Whiteboard (with printer)	MEDIABOARD-100 RICOH XEROX
Optical Illumination System	BELL & HOWELL RING MASTER
Point-of-Sale Inventory Control System	ABACUS D.E. SUPPLIER-QUICK REGISTER
Poster Printer	VARITRONIC
Tele Copiers	A. B. DICK, CANON, IBM, KODAK, KONICA, MITA, MONROE, SHARP, XEROX
Video Recorder System (to in- clude playback monitor, video recorder and camcorder)	AKAI, CANON, FISCHER, GENERAL ELECTRIC, HITACHI, INSTANT REPLAY, JVC, MAGNAVOX, MARANTZ, MINOLTA, MITSUBISHI, NEC, PANASONIC, PENTAX, RCA, SHARP, SONY, TOSHIBA, ZENITH
Video Enhancer and Generator	EECO LAIRD HAMA-VIDEOCUT 21 VIDEO 50, 51 YAMAHA
Video Mixer	PANASONIC
Visual Merchandising Chase Lights	D. E. SUPPLIER CL20, CL22

MARKETING EDUCATION TEACHER/COORDINATOR'S ROLE

Experience and statistics indicate that most businesses succeed or fail on the basis of personnel. Likewise, the Teacher/Coordinator is vital to the successful operation of a Marketing Education Program.

In addition to being directly and primarily responsible to the local school administrator, the Marketing Education Teacher/Coordinator will be working with advisory committees, parents or guardians, employers (training sponsors), student-trainees, counselors, other teachers, and the general public. Employability skills will be developed in student-trainees and positive community (public) relations will be the results of the effective coordination of the local program.

The Teacher/Coordinator is the manager of the local program. This requires the Teacher/Coordinator to plan, organize, initiate, operate, coordinate, maintain, evaluate, and modify local Marketing Education Program activities so that skills for employment are developed in student-trainees having various marketing career objectives.

The primary goal or objective is to provide appropriate training for the world of work which will produce competent individuals who can succeed in society. This will be accomplished through (1) proper resource management; (2) occupational related group and individual instructional program; (3) coordinated on-the-job training and counseling; (4) active vocational student organization (DECA); and (5) positive community relations program.

In addition, the Teacher/Coordinator will cooperate with and assist other faculty members in usual public secondary school operational tasks; inform various public groups; teach and supervise students in the classroom and on the job; maintain parental cooperation; coordinate the student's development according to a training plan jointly prepared by the training sponsor and the teacher-coordinator; and serve as the advisor for the vocational student organization, (DECA).

The Teacher/Coordinator's job functions are performed in relation to the major areas of responsibility. The dynamics of a local cooperative Marketing Education Program results in interlocking components of various degrees of importance and structure. The emphasis is upon on-the-job supervised training, group/individualized study, and vocational student organizations. These components are shown on the organizational charts and forms found in the appendix.

Extended Contract for Marketing Education Teacher/Coordinator

As the cooperative method of instruction dictates the close working relationship between the Teacher/Coordinator and business community the typical nine-month teaching contract is not sufficient to adequately operate the Marketing Education Program. Many communities have expanded the contract time for Teacher/Coordinators from 10-month contracts to 11-month and some 12-month contracts.

Eleven-month contracts are the most prevalent among Marketing Education Programs. Following is a list of specific activities that should be conducted two weeks prior to school beginning and the two weeks immediately following the school year.

Two weeks prior to school beginning:

1. Set up program for the year.
2. Placement of on-the-job students. It is essential that the students be placed in training stations prior to school beginning. If students are not placed prior to school, valuable time is lost and student schedules have become inflexible.
3. Development of new training stations and training of new sponsors.
4. Arrange student interviews with cooperating employers.
5. Check with placed students' schedules to identify conflicts that may exist with work schedules.
6. Develop training plan for each student.
7. Interview students previously placed to determine relevance of on-the-job training and career objectives.
8. Make out requisitions for the year.
9. Develop public relations calendar for the year.
10. Begin lesson plans for first semester.
11. Review teaching aids, curriculum guides, etc.
12. Develop teaching aids.
13. Add to resource information card file.
14. Recommend membership for and develop a program of work for advisory committee.
15. If applicable, determine adult education needs for the first semester.

Two weeks immediately following the close of school:

1. Interview students for next year.
2. Conduct follow-up reports.
3. Evaluate training stations utilized.
4. Finalize public relations activities.
5. Review and order necessary supplies, equipment, and reference materials.
6. Evaluate advisory committee program of work.
7. Prepare final report for administration.
8. Select and provide orientation for new advisory committee members.
9. Contact new and continuous training stations for potential placements during summer and fall.
10. Examine the school record of each student.
11. Arrange work pattern for students who want to work during summer.
12. If applicable, determine adult program needs for summer.

The lists provided are not intended to be all inclusive, but include activities necessary for a successful Marketing Education Program.

PROFESSIONALISM

The effectiveness of Marketing Education Teacher/Coordinators is dependent upon both the technical skill and knowledge of the discipline they bring to the classroom and the image they project to the varying target markets with which they deal. These markets (publics) would include the advisory council, other professional educators, administrators, parents, students, support staff and training station sponsors.

With all the minimum standards that apply to being an educator, there are some specialized areas of professional commitment which have proven to be important for successful Marketing Education Teacher/Coordinators. Among these commitments are:

1. Service to students and the profession.
2. Continued emphasis on acquiring additional knowledge.
3. Membership in professional organizations.

Meeting the Connecticut certification requirements should only be considered the first step of establishing the Marketing Teacher/Coordinator as a professional. Successful teaching experience must be coupled with an ongoing dedication to quality education in general and specifically, Marketing Education. This dedication is evidenced by continued effort to improve teaching practices, commitment to the growth of Marketing Education as a discipline, maintenance of high ethical standards, and service to students, parents, the school and the Marketing Education profession.

Service to Students

Effective teachers believe that their most important function is to serve the needs of students. Marketing Education Teacher/Coordinators believe that they must:

1. Take responsibility for the success of their students.
2. Keep students task-oriented.
3. Set an example for their students.
4. Be good classroom managers.
5. Use a variety of instructional methods.
6. Program their students for success.
7. In short, challenge their students.

Service to the Profession

Service to the profession is difficult to measure but can be traced to many things. Marketing Education Teacher/Coordinators are:

1. Continuously keeping themselves current through reading professional journals and other publications.
2. Aware of the expectations of parents and administrators.
3. Receptive to change in the practice of teaching.
4. Conscientious and proficient in planning.
5. Dependable.
6. Generous in contributing their time and talent to the community and the profession.

7. Aware that their actions and ethical standards will impact on the program and their students.

Acquisition of Knowledge to Improve Teaching

There are several methods of improving teaching through acquiring additional knowledge. The Marketing Education Teacher/Coordinator continually strives to remain current and improve his/her knowledge base. Among the methods of doing this are the following:

PROFESSIONAL LITERATURE

Selected publications which should form the basis of a Marketing Education Teacher/Coordinator's reading are the following:

Marketing Education Specific

Ideas for Marketing Educators

Marketing Education Resource Center
(Formerly IDECC)
The Ohio State University
1564 West First Avenue
Columbus, OH 43212

The Journal of Cooperative Education

Cooperative Education Association, Inc.
3311 Toledo Terrace, Suite A101
Hyattsville, MD 20782

Marketing Educator's Journal

Marketing Education Association
1908 Association Drive
Reston, VA 22091

Marketing Educator's News

Marketing Education Association
1908 Association Drive
Reston, VA 22091

Marketing News

American Marketing Association
250 South Wacker Drive
Chicago, IL

Training and Development Journal

American Society for Training
and Development
1630 Duke Street
Alexandria, VA 22313

General Related Publications

The Balance Sheet

South-Western Publishing Company
5101 Madison Road
Cincinnati, OH 45227

Vocational Education Journal

American Vocational Association
1410 King Street
Alexandria, VA 22314

Business Education World

McGraw-Hill Book Company
1212 Avenue of the Americas
New York, NY 10020

Trade Publications

Advertising Age
Crain Communications, Inc.
740 North Rush Street
Chicago, IL 60611
(312) 649-5200

Chain Store Age
Business Guides, Inc.
425 Park Avenue
New York, NY 10022
(212) 371-9400

Restaurant Business
Bill Communications, Inc.
633 Third Avenue
New York, NY 10017
(212) 986-4800

Sales & Marketing Management
Bill Communications, Inc.
633 Third Avenue
New York, NY 10017
(212) 986-4800

Restaurant News
Hani Productions
5636 East Beverly Boulevard
Los Angeles, CA 90022

Stores Magazine
National Retail Merchant's
Association
100 West 31st Street
New York, NY 10001

Ad Week
New England Advertising Week, Inc.
100 Boylston Street
Boston, MA 02116
(213) 482-0876

American Demographics
American Demographics, Inc.
108 North Cayuga Street
Ithaca, NY 14850
(607) 273-6343

The dedicated professionals and leaders of Connecticut Marketing Education Program's also regularly participate in the annual Division of Vocational, Technical and Adult Education in-service activity. Also important to professional development are workshops, seminars and classes provided through universities, colleges, and other educational institutions of the State.

PROFESSIONAL ORGANIZATIONS

A profession is distinguished by the professional organizations which define the criteria for admission, lead in research and work for the continued growth of the profession. The following professional organizations are recommended to the Connecticut Marketing Education Teacher/Coordinator for minimum acceptable involvement.

American Vocational Association (AVA)
1410 King Street
Alexandria, VA 22314

Distributive Education Clubs of America (DECA)
Professional Division
1908 Association Drive
Reston, VA 22091

Marketing Education Association (MEA)
1908 Association Drive
Reston, VA 22091

Other recommended associations are:

American Marketing Association
250 South Wacker Drive, Suite 200
Chicago, IL 60606

Chamber of Commerce
(Local organization)

National Retail Merchants Association (NRMA)
100 West 31st Street
New York, NY 10001

Sales and Marketing Executives, International
380 Lexington Avenue
New York, NY 10017

With appropriate membership, the marketing educator receives professional periodicals containing state of the art information, inspirational conferences, opportunities to serve, personal/professional recognition, and affiliation with the "cutting edge" of the profession. The benefits of these organizations go far beyond the membership fees required. Typical of professional organizations are the following benefits:

1. Conferences dealing with issues, practices and materials.
2. Publications, curriculum materials.
3. Opportunity for active professional leadership roles.
4. Opportunity to serve on committees and study groups.
5. Recognition of outstanding professionals within the organization.
6. Input into local, state, and national issues.
7. Networking through the local affiliates.
8. Public relations.
9. Legislative leadership and advocacy.

ESSENTIALS NEEDED FOR AN EFFECTIVE
MARKETING EDUCATION TEACHER/COORDINATOR

Essential Competencies of The Marketing Education Teacher/Coordinator
Ability to:

1. Communicate effectively with students, employers, labor groups, parents and school personnel.
2. Provide the students with guidance and inspiration as they are helped to establish solid vocational foundations.
3. Select and use appropriate learning materials and methods for effective teaching.
4. Assist the elected student officers of DECA to coordinate local chapter activities.
5. Prepare appropriate reports.
6. Integrate school, work and DECA chapter learning experiences.
7. Utilize appropriate public relations devices and media.
8. Help students make personal adjustments.
9. Teach related classes.
10. Perform evaluation and follow-up activities.
11. Keep up-to-date on business trends and developments.
12. Help training sponsors plan and organize individual instruction for Marketing Education students.

Essential Understandings for Teacher/Coordinator
Understanding of:

1. The requirements, demand, and atmosphere of the work situation of the students.
2. The business point-of-view as well as the needs of the particular students.
3. Federal and state laws relating to vocational education and employment.

Essential Personal Qualifications:

1. Sufficient occupational experience to earn and maintain the respect of the students, employers, school personnel and community and to perform the essential duties and responsibilities of an occupation in the Marketing discipline.
2. Warmth and commitment to helping youth make the transition from school to the world of work. (Especially strong commitments are required of personnel who work with disadvantaged and handicapped students.)
3. Public relations qualifications (enthusiasm, attractive appearance, and ability to sell ideas).

The typical job description of the Teacher/Coordinator may include those duties and responsibilities as follows:

Guidance and Selection of Students:

1. Describing the program to students.
2. Working with guidance personnel.
3. Providing occupational information.
4. Counseling students about entering the program.
5. Gathering information for students.
6. Programming and scheduling.
7. Helping enrollees with career planning.

Placing Students in Training Jobs:

1. Enlisting participation of cooperating employers.
2. Selecting suitable training stations for each student.
3. Orienting employers, training supervisors and co-workers.
4. Preparing students for job interviews.
5. Placing students on the job.

Assisting Students in Adjusting to Their Work Environment:

1. Helping students on their jobs.
2. Dealing with job problems.
3. Planning personal development with training supervisors and students.
4. Evaluating job progress.

Improving Training Done on the Job:

1. Establishing responsibilities on the job.
2. Developing training plans.
3. Consulting and assisting job sponsors.
4. Maintaining training emphasis.

Correlating Classroom Instruction with On-The-Job Training:

1. Determining needed instruction.
2. Assembling instructional materials.
3. Preparing for instruction.
4. Teaching classes.
5. Directing individual projects and study.
6. Obtaining assistance from other teachers.
7. Advising job sponsors concerning applications of classroom instruction to be made on the job.
8. Evaluating learning outcomes.

Assisting Students in Making Personal Adjustment:

1. Aiding students in correcting poor personal habits.
2. Counseling students with poor personal habits.
3. Assisting students with educational problems.
4. Resolving behavioral problems.

Directing Vocational Student Organization (DECA):

1. Advising student leaders.
2. Guiding students in organization of activities.
3. Participation in group activities.

Providing Services to Graduates and Adults:

1. Providing guidance and placement services for graduates.
2. Participating in the planning and operation of adult education programs.

Administration Activities:

1. Planning program objectives.
2. Research and planning - surveys
3. Organizing and working with advisory committee.
4. Planning curriculum.
5. Communicating school policy.
6. Preparing reports.
7. Budgeting and purchasing.
8. Participating in professional meetings.
9. Consulting with community.

Maintaining Good Public Relations:

1. Planning the publicity program.
2. Preparing printed publicity.
3. Constructing displays and exhibits.
4. Contacting news media.
5. Maintaining communications with faculty, parents, community, employers, school administrators and student body.

TEACHER/COORDINATOR MARKETING EDUCATION
(formerly Teacher/Coordinator of Distributive Education)

Sec. 10-145d-188. When required

This certificate shall be required for anyone serving in the employ of a board of education as a teacher of cooperative classes in marketing education, or as a coordinator or teacher/coordinator in a marketing education program.

Sec. 10-145d-189. Initial educator certificate requirements

To receive an initial certificate for teacher/coordinator marketing education an applicant shall present evidence of meeting the following requirements in addition to meeting the general conditions:

- (a) Holds a bachelor's degree from an approved institution;
- (b) Has completed a minimum of 15 semester hours of credit in marketing fields such as merchandising, textiles, advertising, store organization;
- (c) Has completed a minimum of nine semester hours of credit in professional education in such courses as vocational education, organization and supervision of marketing education, school organization, and teaching methods; and
- (d) Has completed one year as a successful paid worker in marketing occupations. Participation in a cooperative part-time program of college level may be accepted for meeting this requirement.

Sec. 10-145d-190. Provisional educator certificate requirements

To receive a provisional educator certificate for teacher-coordinator in marketing education an applicant shall present evidence of meeting the general conditions and the preparation and eligibility requirements for an initial certificate, in addition to meeting the following requirements:

- (a) Has successfully completed such beginning educator support and assessment program as may have been made available by the Board, and one school year of successful service under the initial certificate, interim initial certificate, or durational shortage area permit; or
- (b) Has completed at least three years of successful teaching in a subject area or field appropriate to the subject area or field for which the provisional educator certificate is sought, in a public, approved nonpublic school or nonpublic school approved by the appropriate governing body in another state, within ten years prior to application for such provisional educator certificate; or
- (c) Has successfully served under a temporary emergency permit for the school year 1988-89 and has met the preparation and eligibility requirements for an initial educator certificate.

Sec. 10-145d-191. Professional educator certificate requirements

To receive a professional educator certificate for teacher-coordinator in marketing education an applicant shall present evidence of having met the general conditions in addition to meeting the following requirements:

(a) Has completed three years of successful teaching under the provisional educator certificate, interim provisional educator certificate, or provisional teaching certificate; and

(b) Has met one of the following requirements for course work at an approved institution or institutions:

(1) The applicant who holds or held a provisional educator certificate must have completed not fewer than 30 semester hours of credit beyond the bachelor's degree. Such course work need not necessarily lead to a master's degree and may include graduate or undergraduate courses. It shall consist of:

(A) A planned program at an institution of higher education accredited by the Board of Governors or regionally accredited, related directly to the subject areas or grade levels of the endorsement or in an area or areas related to the teacher's ability to provide instruction effectively or to meet locally determined goals and objectives; or

(B) An individual program which is mutually determined or approved by the teacher and the employing agent of the board of education and which is designed to increase the ability of the teacher to improve student learning.

(2) The applicant who holds or held a 10-year provisional teaching certificate must have completed 30 credit hours of course work beyond the bachelor's degree. Such course work need not necessarily lead to a master's degree and may include graduate or undergraduate courses. It shall consist of:

(A) A planned program at an institution of higher education accredited by the Board of Governors or regionally accredited; or

(B) An individual program which is mutually determined or approved by the teacher and the employing agent of the board of education and which is designed to increase the ability of the teacher to improve student learning. Such an individual program may include course work taken at one or more approved institutions of higher education and may include registered inservice programs sponsored by local or regional boards of education or approved nonpublic schools upon the approval of the joint subcommittee of the Board of Governors of Higher Education and the State Board of Education established pursuant to Section 10-155b of Connecticut General Statutes prior to 1983.

(3) The applicant who holds or held a five-year provisional teaching certificate must have completed either a master's degree or not fewer than 30 semester hours of credit beyond the bachelor's degree. Such course work need not necessarily lead to a master's degree and may include graduate or undergraduate courses. Except as otherwise provided, it shall consist of

(A) A master's degree at an institution of higher education accredited by the Board of Governors or regionally accredited; or

(B) An individually planned program consisting of at least 30 semester hours of credit beyond the bachelor's degree, which includes at least 15 semester hours of credit in general education in addition to the credits offered to fulfill requirements for the provisional certificate. Exceptions granted when the higher education institution or the teacher certification office determine that the applicant has in the combined program of undergraduate and post-baccalaureate preparation met this requirement.

TIME MANAGEMENT

Time-Management Overview

Regardless of the number of books read on the subject of time-management, or how many workshops you attend, the key principle can be summarized in one brief sentence, "Spend time on the things that are most important!" What the many books and workshops try to develop are techniques for implementing this simple principle.

For your effective time-management, you need to find the time-management system that works best for you. There are many available. Keep in mind that there are really two considerations in planning your time:

Committed time--appointments, faculty meetings, classes to teach, etc. In other words, activities that must be completed at a specific time (and/or date).

Uncommitted time--all the rest of the time that is available to work on all those other things you have to do.

Find a time-management instrument that allows completion of both types of planning: committed and uncommitted. In order to make maximum use of your time, try to reduce the committed time to the very minimum.

In order to make sure you spend your committed time on the most important objectives, make a "things to do" list each day, and work on the tasks in the order of their importance. Cross each item off as it is completed and make a new list the next day.

One suggested exception to the above categories--block a minimum amount of time (i.e., 15-30 minutes) each day for the little items that need to be done and only require a few minutes each. This would include opening and reading mail, brief correspondence, phone messages, daily attendance reports, etc.

A time-management system is only effective if it is adhered to. For a periodic refresher, read a book or magazine article on time-management. The end result of good time-management is greater effectiveness. And being more effective will make your job more enjoyable and rewarding.

On the following page is a sample time-management sequence which you may find helpful, along with a sample of "things to do" items throughout the year.

SAMPLE

TIME MANAGEMENT SEQUENCE

AUGUST-SEPTEMBER

Stress advantages of participating.

Explain how the Marketing Education program works.

- Types of students
- Hours a week
- Rate of pay
- Relationship of coordinator and student
- Time and red tape involved
- Credits
- Curriculum overview
- School rules

Integration of vocational student organization (DECA).

Discuss Labor Laws involved.

Interpret school policies.

Introduce techniques of supervision.

- Induction
- Morale

Go over content of orientation unit.

- Classwork application
- Progress on the job

Plan vocational student organization (DECA) Program of Work.

OCTOBER-NOVEMBER-DECEMBER

Discuss follow-up as a technique of supervision.

Go over contents of unit(s) being studied.

- Classwork application
- Progress on the job

Review use and purpose of progress report.

Encourage evaluation by supervisor.

- Self evaluation
- Student evaluation

Go over content of unit(s) being studied through December.

- Classwork application
- Progress on the job

Study ways students may develop on their jobs.

Discuss ways of seeing how students perform.

Use job sponsor as guest trainer for Marketing Education cooperative work experience students.

Interpret school policies regarding time off for Marketing Education cooperative work experience student.

Carry out vocational student organization plans.

JANUARY-FEBRUARY-MARCH

Arrange downtown showing of Marketing Education/DECA film.
Enlighten supervisor on competitive events.
Review progress during the semester.
Update student progress reports.
Start How-To-Train Class for supervisors.
Encourage attendance at employer-employee function.
Invite job sponsor to cooperate in classroom activity.
Give public recognition to job sponsor at Employer-Employee Banquet.
Retrain on practices needing adjustment.
Follow through on How-To-Train Class.
Point the way towards permanent employment of Marketing Education cooperative work experience students.
Participate in District/State DECA competition.

APRIL-MAY

Get overall evaluations.
- Of student
- Of job sponsor
- Of cooperative relationships
Clear the way for summer employment.
- Of Marketing Education Cooperative Work Experience students
Continue to build good relations between job sponsor and Marketing Education Teacher/Coordinator.
Plan and prepare for next year's Program.
Evaluate program of work.
Prepare End-of-Year Report for State Department of Education.

MARKETING EDUCATION CURRICULUM GUIDELINES

INTRODUCTION

For many years, Marketing Education Programs have received the support and endorsement of business on the national, state and local levels. Businesses have demonstrated that support by employing students on a part-time basis while the students were enrolled in Marketing Education, by hiring and promoting program graduates, through participation on advisory committees, as resource speakers, as sites for field trips, by sharing resource materials, funding projects and supporting student activities.

Students, parents, counselors and administrators have traditionally recognized Marketing Education as a vocational education program using the cooperative education method and a strong student organization (DECA) to prepare students for careers in marketing, merchandising and management.

Over the years, Marketing Education has become increasingly diverse. We teach many things, at different levels, to a very heterogeneous group of students, utilizing widely varied program structures, and a vast array of course titles. The proliferation of other cooperative vocational programs has added to an already complex mix. Schools and teachers have been asked to do more in their classes, particularly in high schools, including remediation and basic skills instruction. At the same time, programs at all levels are expected to serve students with broader ranges of backgrounds and special needs. The result has been that we, as marketing educators, have found it increasingly difficult to answer the most basic questions asked of us: "What is Marketing Education?" "What do your students learn?"

As Marketing Education Programs have broadened to meet new needs and priorities, two problems have emerged. First, it is difficult to maintain and convey to various publics a specific, meaningful program identity and image. Second, there is an increasing tendency to move away from the basic elements critical to program (and student) success--the fundamental concepts of marketing. Consequently, Marketing Education has suffered diminished support from its traditional constituencies, both students and businesses.

MARKETING AND MARKETING EDUCATION

Marketing is a vast and diverse discipline. It encompasses activities within production, as well as aspects of consumption. It is as specific as procedures for inventory control and, at the same time, as general as the creativity needed in effective promotion.

Marketing activities occur in a multitude of employment settings, many readily identifiable as marketing jobs. For example, marketing is (or should be) the underlying discipline associated with salespeople, advertising copywriters, or marketing researchers. The role of marketing may be less evident to many observers as they consider lower-level jobs, such as cashier, stockperson, waiter/waitress, or bank teller. It is, however, no less significant to the success of the organization.

Similarly, many companies are clearly marketing organizations--e.g., retailers, real estate firms and distributors. Other types of companies (e.g., manufacturers, financial institutions, or transportation companies) have marketing departments. Frequently, such departments are relatively new and retain a traditional "sales" orientation; most, however, are gradually evolving into legitimate marketing departments.

Finally, most contemporary organizations--whether for-profit or not-for-profit are adopting strong marketing orientations. Health care and education are excellent examples of the implementation of marketing philosophies and strategies in recent years. The most successful organizations today are those which have adapted to their businesses a marketing approach that permeates the entire organization--from newest entry-level employee to senior management.

MARKETING EDUCATION

Because of the diversity in marketing, and because scores of Marketing Education programs operate relatively independently throughout the state, a consistent identity for Marketing Education is difficult to maintain. Marketing Education programs must be structured to match the diversity of marketing. They must deal with the principles, concepts, attitudes and skills necessary to prepare people to work in retail, service and manufacturing environments, from the first job of a new employee to technical and managerial positions. Skills ranging from point-of-sale terminal operations to planning, budgeting and supervising are all part of the total Marketing Education curriculum.

Based on its analysis of the discipline of marketing, the National Curriculum Committee has identified five "levels" for use in curriculum planning.

Illustration of the "level" concept is provided through two specific examples depicting career paths for a retailing and an industrial firm. (Actual job titles within levels differ dramatically from industry to industry and company to company.)

	<u>Retailer</u>	<u>Industrial Distribution</u>
Entry-Level:	Clerk Cashier	Inventory Clerk Order Filler
Career-Sustaining:	Stockperson Salesperson	Counter Sales Customer Service Representative
Marketing Specialist:	Buyer Professional Salesperson	Outside Sales Representative Buyer
Marketing Supervisor:	Supervisor Department Manager	Supervisor Brand Manager
Manager/Entrepreneur:	Merchandise Manager Store Manager	Sales Manager Owner

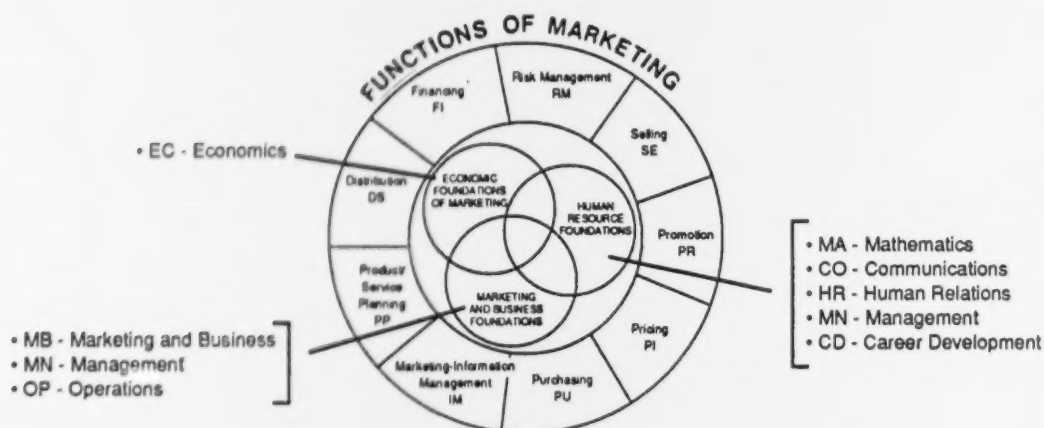
Three of these levels specifically address the content frequently associated with implementing the concept of marketing. The remaining levels (entry and manager/entrepreneur) represent aspects of the Marketing Education curriculum appropriate for selected marketing classes but which may not address specific marketing competencies in the traditional sense.

More specifically, the levels have been used to communicate the nature of the core competencies and to provide a method of articulation among various levels of institutions/programs offering education for and about marketing. The curriculum framework is responsive to each of these levels.

THE FRAMEWORK

The curriculum framework outlined below may be defined as the basic arrangement or organization of curriculum for marketing. It represents the basic skeleton of the curriculum, i.e., the broad areas to be addressed by various marketing curricula and the relationship of those areas to one another. The framework is not to be confused with the core curriculum; they are not one and the same. Rather, the framework provides a system of organization within which the core competencies, hence the core curriculum, are arranged. It is important to note that any given Marketing Education Program may not address all parts of the framework but only those appropriate for the level and breadth of that particular program.

The National Curriculum Committee has adopted recommendations for a two-part framework, recognizing "foundations for marketing" and the "functions of marketing." As illustrated, the foundations represent the inner, supporting competencies that must be mastered if those competencies addressing the marketing functions themselves, which represent specific aspects of education for and about marketing, are to have relevance to student learning.



MARKETING EDUCATION

Course Objectives

The student will:

develop a concept of the importance of marketing and distribution and how they function to serve the American free enterprise system.

understand the field of marketing as it serves the consumer.

understand the trends in the field of marketing.

understand the role that technology plays in the field of marketing.

Learning Activities

The student will:

understand and use marketing terminology correctly.

demonstrate understanding of the free-enterprise system by describing how goods get from producer to consumer and what roles producers, distributors and consumers play in the process.

demonstrate proper selling techniques.

perform necessary arithmetic computations accurately.

demonstrate proper and current merchandising procedures.

utilize high technology equipment available.

Course Objectives (cont.)

The student will:

explore careers in areas of marketing and merchandising of goods and services.

understand the educational needs and the personal traits that make one successful in the marketing field.

develop the skills necessary for securing an entry-level job, including those attitudinal and judgmental factors important to employability.

develop and maintain good relationships in the school and business communities.

The student will:

identify and describe jobs in both retail and wholesale distribution of products and services.

study the biographies and analyze the behavior of successful salespersons and marketers.

role play a salesperson, a telephone sales clerk, a clerk in a distribution center, etc.

demonstrate the ability to fill out application forms, interview and work under supervision.

become an active member of the vocational student organization DECA (Distributive Education Clubs of America).

CONNECTICUT'S COMMON CORE OF LEARNING

Introduction

The Common Core was developed with the understanding that students begin their schooling at different levels of readiness and some have developmental handicaps as well. It is also acknowledged that students have different interests and aspirations. Recognizing these differences, however, does not justify the development of a different Common Core for each student. To the contrary, the goal of each student developing to his or her fullest potential argues for the creation of one Common Core that has the highest expectations for each child.

Connecticut's Common Core of Learning is organized under three major headings with subheadings that reflect significant groups of skills, knowledge and attitudes:

Attributes and Attitudes

Self-Concept
Motivation and Persistence
Responsibility and Self-Reliance
Intellectual Curiosity

Interpersonal Relations
Sense of Community
Moral and Ethical Values

Skills and Competencies

Reading
Writing
Speaking, Listening and Viewing

Quantitative Skills
Reasoning and Problem Solving
Learning Skills

Understanding and Applications

The Arts
Careers and Vocations
Cultures and Languages
History and Social Sciences

Literature
Mathematics
Physical Development and Health
Science and Technology

The order of the three major headings does not represent their relative importance. It does represent a logical sequence of assuring effective learning. While schools share the development of attitudes and attributes with the home and other institutions, it is acknowledged that students learn best when they are appropriately motivated and self-confident. Although by-products of effective instruction, these attitudes and attributes are also preconditions for mastering specific skills. Many of the skills and competencies, and the attitudes and attributes, while not taught directly from a written curriculum, are continually developed during instruction in the traditional curriculum areas presented in the section on understanding and applications.

The Common Core of Learning should not be misconstrued as a set of isolated skills and understandings. To the contrary, it should be viewed as an integrated and interdependent set of learning outcomes. Users of the Common Core of Learning should continually look for cross-disciplinary and multidisciplinary approaches and for the transfer of skills and knowledge from one domain to another and one subject area to another. Many items listed under a particular subheading could easily have been included under others.

The Common Core is not a curriculum. Each school district's curriculum will be more comprehensive and significantly more specific, including a wide range of learning experiences and instructional strategies. The Common Core is a statement of the student outcomes expected to result from the entire K-12 school experience. It has been developed to influence curriculum by generating discussion and stimulating change in school programs, student objectives, resource allocations and teaching.

Finally, the Common Core of Learning has been developed neither as a state mandate nor as a condition for graduation. It provides a statement of high expectations needed for all Connecticut students to become educated citizens. It is also offered as a catalyst for school improvement. The framers of this document view it as a beginning, one that will change in response to new demands and challenges.

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 John Oris Waterbury
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 Sigrun Deman Hartford
 Alfred Mannebach U of CT
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THE COMMON CORE

ATTRIBUTES AND ATTITUDES

A positive self-image and self-esteem are crucial to learning. These attributes determine goals, behaviors and responses to others. Furthermore, people depend on and influence one another. Therefore, it is important that students take responsibility for their lives and set appropriate goals for themselves. In doing so, they develop lifelong attitudes.

The family and societal forces other than schools play major roles in fostering student growth, and schools can provide a supportive climate for that growth. While it is inappropriate for schools to accept the sole or even primary responsibility for developing these attributes and attitudes, it is also inappropriate to deny the critical importance of these factors as preconditions to learning, as consequences of the teaching of all disciplines, and as desired outcomes for all students.

Positive Self-Concept

As part of education in grades K-12, each student should be able to:

1. appreciate his/her worth as a unique and capable individual and exhibit self-esteem;
2. develop a sense of personal effectiveness and a belief in his/her ability to shape his/her future;
3. develop an understanding of his/her strengths and weaknesses and the ability to maximize strengths and rectify or compensate for weaknesses.

Initiation and Persistence

As part of education in grades K-12, each student should be able to:

1. experience the pride of accomplishment that results from hard work and persistence;
2. act through a desire to succeed rather than a fear of failure, while recognizing that failure is a part of everyone's experience;
3. strive toward and take the risks necessary for accomplishing tasks and fulfilling personal ambitions.

Responsibility and Self-Reliance

As part of education in grades K-12, each student should be able to:

1. assume the primary responsibility for identifying his/her needs and setting reasonable goals;
2. initiate actions and assume responsibility for the consequences of those actions;
3. demonstrate dependability;
4. demonstrate self-control.

Intellectual Curiosity

As part of education in grades K-12, each student should be able to:

1. demonstrate a questioning attitude, open-mindedness and curiosity;
2. demonstrate independence of thought necessary for leadership and creativity;
3. pursue lifelong learning.

Interpersonal Relations

As part of education in grades K-12, each student should be able to:

1. develop productive and satisfying relationships with others based upon mutual respect;
2. develop a sensitivity to and an understanding of the needs, opinions, concerns and customs of others;
3. participate actively in reaching group decisions;
4. appreciate the roles and responsibilities of parents, children and families.

Sense of Community

As part of education in grades K-12, each student should be able to:

1. develop a sense of belonging to a group larger than friends, family and coworkers;
2. develop an understanding of the importance of each individual to the improvement of the quality of life for all in the community;
3. examine and assess the values, standards and traditions of the community;
4. understand and appreciate his/her own historical and ethnic heritage as well as that of others represented within the larger community.

Moral and Ethical Values

As part of education in grades K-12, each student should be able to:

1. recognize the necessity for moral and ethical conduct in a society;
2. recognize that values affect choices and conflicts;
3. develop personal criteria for making informed moral judgments and ethical decisions.

SKILLS AND COMPETENCIES

All educated citizens must possess a core of basic or enabling skills and competencies that provide the critical intellectual foundations for broader acquisition of knowledge. These enabling skills, applied in diverse ways, form the heart of an academic experience as each contributes to the development of understanding within and among disciplines.

Reading

As a result of education in grades K-12, each student should be able to:

1. identify and comprehend the main and subordinate ideas, details and facts in written work and summarize the ideas in his/her own words;
2. identify, comprehend and infer comparisons, contrasts, sequences and conclusions in written work;
3. recognize different purposes and methods of writing, identify a writer's point of view and tone, and interpret a writer's meaning inferentially as well as literally;
4. set purposes, ask questions and make predictions prior to and during reading and draw conclusions from reading;
5. make critical judgments about written work including separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistency and judging the validity of evidence and sufficiency of support;
6. vary his/her reading speed and method based on the type of material and the purpose for reading;
7. use the features of books and other reference materials, such as table of contents, preface, introduction, titles and subtitles, index, glossary, appendix and bibliography.

Writing

As a result of education in grades K-12, each student should be able to:

1. write standard English sentences with correct sentence structure, verb forms, punctuation, capitalization, possessives, plural forms, word choice and spelling;
2. select, organize and relate ideas and develop them in coherent paragraphs;
3. organize sentences and paragraphs into a variety of forms and produce writing of an appropriate length using a variety of composition types;
4. use varying language, information, style and format appropriate to the purpose and the selected audience;

- conceive ideas and select and use detailed examples, illustrations, evidence and logic to develop the topic;
- gather information from primary and secondary sources; write a report using that information; quote, paraphrase and summarize accurately; and cite sources properly;
- improve his or her own writing by restructuring, correcting errors and rewriting.

Speaking, Listening and Viewing

As a result of education in grades K-12, each student should be able to:

- engage critically and constructively in an oral exchange of ideas;
- ask and answer questions correctly and concisely;
- understand spoken instructions and give spoken instructions to others;
- distinguish relevant from irrelevant information and the intent from the details of an oral message;
- identify and comprehend the main and subordinate ideas in speeches, discussions, audio and video presentations, and report accurately what has been presented;
- comprehend verbal and nonverbal presentations at the literal, inferential and evaluative levels;
- deliver oral presentations using a coherent sequence of thought, clarity of presentation, suitable vocabulary and length, and nonverbal communication appropriate for the purpose and audience.

Quantitative Skills

As a result of education in grades K-12, each student should be able to:

- add, subtract, multiply and divide using whole numbers, decimals, fractions and integers;
- make and use measurements in both traditional and metric units to measure lengths, areas, volumes, weights, temperatures and times;
- use ratios, proportions and percents, powers and roots;
- understand spatial relationships and the basic concepts of geometry;
- make estimates and approximations, and judge the reasonableness of results;
- understand the basic concepts of probability and statistics;
- organize data into tables, charts and graphs, and read and interpret data presented in these forms;
- formulate and solve problems in mathematical terms.

Reasoning and Problem Solving

As a result of education in grades K-12, each student should be able to:

- recognize and use inductive and deductive reasoning, recognize fallacies and examine arguments from various points of view;
- draw reasonable conclusions from information found in various sources, and defend his/her conclusions rationally;
- formulate and test predictions and hypotheses based on appropriate data;
- comprehend, develop and use concepts and generalizations;
- identify cause and effect relationships;
- identify and formulate problems;
- gather, analyze, synthesize and evaluate information pertinent to the problem;
- develop alternative solutions to problems, weigh relative risks and benefits, make logical decisions and verify results;
- use critical and creative thinking skills to respond to unanticipated situations and recurring problems.

Learning Skills

As a result of education in grades K-12, each student should be able to:

- set learning goals and priorities consistent with stated objectives and progress made, and allocate the time necessary to achieve them;

- determine what is needed to accomplish a task and establish habits conducive to learning independently or with others;
- follow a schedule that accounts for both short and long term project accomplishment;
- locate and use a variety of sources of information including print and nonprint materials, computers and other technologies, interviews and direct observations;
- read or listen to specific information and take effective and efficient notes.

UNDERSTANDINGS AND APPLICATIONS

Skills and competencies cannot be ends in themselves. Unless students have the knowledge and experiences needed to apply those learnings and develop a fuller understanding of life, their education will be incomplete. Schools must therefore accept responsibility for leading students through a body of knowledge and its application. This is what comprises the major content of the curriculum.

These understandings and applications have been grouped here under the usual disciplines, but it is important to recognize the inter-relationship among the disciplines and to promote students' ability to transfer knowledge and applications across subject areas.

The Arts: Creative and Performing

As a result of education in grades K-12, each student should be able to:

- express his/her own concepts, ideas and emotions through one or more of the arts (art, music, drama and dance);
- appreciate the importance of the arts in expressing and illuminating human experiences;
- understand that personal beliefs and societal values influence art forms and styles;
- identify the materials, processes and tools used in the production, exhibition and public performance of works of art, music, drama and dance;
- use and understand language appropriate to each art form when discussing, critiquing and interpreting works in the visual and performing arts;
- identify significant works and recognize the aesthetic qualities of art, music, drama and dance from different historical periods and cultures.

Careers and Vocations

As a result of education in grades K-12, each student should be able to:

- demonstrate positive attitudes toward work, including acceptance of the necessity of making a living and an appreciation of the social value and dignity of work;
- demonstrate attitudes and habits (such as pride in good workmanship, dependability and regular attendance) and the employability skills and specialized knowledge that will make the individual a productive participant in economic life and a contributor to society;
- consider the range of occupations that will be personally satisfying and suitable to his/her skills, interests and aptitudes;
- identify, continue or pursue the education and training necessary for his/her chosen career/vocation;
- understand personal economics and its relationship to skills required for employment, promotion and financial independence;
- exhibit the interpersonal skills necessary for success in the workplace (such as working harmoniously as part of a team, and giving and taking direction).

Cultures and Languages

As a result of education in grades K-12, each student should be able to:

1. recognize characteristics common to all people, such as physical attributes, emotional responses, attitudes, abilities and aspirations;
2. respect differences among people and recognize the pluralistic nature of United States society;
3. demonstrate an understanding of other cultures and their roles in international affairs;
4. analyze the structure of spoken and written language;
5. recognize the commonalities and the differences that exist in the structure of languages;
6. understand and communicate in at least one language in addition to English.

History and Social Sciences

As a result of education in grades K-12, each student should be able to:

1. recognize and analyze events, personalities, trends and beliefs that have shaped the history and culture of Connecticut, the United States and the world;
2. demonstrate a knowledge of United States history and government and understand the duties, responsibilities and rights of United States citizenship;
3. understand the basic concepts of economics;
4. analyze and compare the political and economic beliefs and systems of the United States with those of other nations;
5. apply major concepts drawn from the disciplines of history and the social sciences—anthropology, economics, geography, law and government, philosophy, political science, psychology and sociology—to hypothetical and real situations;
6. demonstrate basic knowledge of world geography;
7. apply critical thinking skills and knowledge from history and the social sciences to the decision-making process and the analysis of controversial issues in order to understand the present and anticipate the future;
8. understand the roles played by various racial, ethnic and religious groups in developing the nation's pluralistic society;
9. appreciate the mutual dependence of all people in the world and understand that our lives are part of a global community joined by economic, social, cultural and civic concerns.

Literature

As a result of education in grades K-12, each student should be able to:

1. understand that literature reflects and illuminates human experiences, motives, conflicts and values;
2. understand the essential elements of poetry, drama, fiction and nonfiction;
3. understand and appreciate selected literary masterpieces, both past and present, that manifest different value systems and philosophies;
4. recognize symbolism, allegory and myth;
5. identify literary themes and their implications;
6. evaluate selected literary works and support each evaluation;
7. enjoy reading as a lifelong pursuit.

Mathematics

As a result of education in grades K-12, each student should be able to:

1. understand that mathematics is a means of expressing quantifiable ideas;
2. apply mathematical knowledge and skills to solve a broad array of quantitative, spatial and analytical problems;
3. use mathematical skills and techniques to complete consumer and job-related tasks;
4. select and use appropriate approaches and tools for solving problems, including mental computation, trial and error, paper and pencil, calculator and computer;

5. use mathematical operations in describing and analyzing physical and social phenomena;
6. demonstrate a quantitative sense by using numbers for counting, measuring, comparing, ordering, scaling, locating and coding;
7. apply basic algebraic and geometric concepts to representing, analyzing and solving problems;
8. use basic statistical concepts to draw conclusions from data.

Physical Development and Health

As a result of education in grades K-12, each student should be able to:

1. understand human growth and development, the functions of the body, human sexuality and the lifelong value of physical fitness;
2. plan and implement a physical fitness program with a variety of conditioning exercises and/or leisure activities;
3. understand the basic scientific principles which apply to human movement and physical activities;
4. understand the role physical activities play in psychological and social development;
5. understand and apply the basic elements of proper nutrition, avoidance of substance abuse, prevention and treatment of illness, and management of emotional stress;
6. recognize the need for a safe and healthy environment, practice proper safety skills, and demonstrate a variety of basic life saving skills.

Science and Technology

As a result of education in grades K-12, each student should be able to:

1. understand and apply the basic principles, concepts and language of biology, chemistry, physics, earth and space science;
2. understand the implications of limited natural resources, the study of ecology and the need for conservation;
3. identify and design techniques for recognizing and solving problems in science, including the development of hypotheses and the design of experiments to test them—the gathering of data, presenting them in appropriate formats, and drawing inferences based upon the results;
4. use observation and analysis of similarities and differences in the study of natural phenomena;
5. demonstrate the ability to work with laboratory measuring, manipulating and sensing devices;
6. understand the implications of existing and emerging technologies on our society and our quality of life, including personal, academic and work environments;
7. recognize the potential and the limitations of science and technology in solving societal problems.

Vocational Education and the Common Core of Learning MARKETING EDUCATION

pages for the full text of each element listed in
revised form below.

RATING SCALE

- A Element should be given a *major* focus
- B Element should be given a *moderate* focus
- C Element should be given a *minor* focus
- D Element not traditionally a focus

ATTRIBUTES AND ATTITUDES

Positive Self-Concept

- 1. Worth and Self-esteem
- 2. Personal Effectiveness
- 3. Understanding Strengths and Weaknesses

Motivation and Persistence

- 1. Pride of Accomplishment
- 2. Desire to Succeed
- 3. Tasks and Ambitions

Responsibility and Self-Reliance

- 1. Identify Needs and Set Goals
- 2. Responsibility for Actions
- 3. Dependability
- 4. Self-Control

Intellectual Curiosity

- 1. Questioning Attitude
- 2. Independence of Thought
- 3. Lifelong Learning

Interpersonal Relations

- 1. Productive Relationships
- 2. Concerns and Customs of Others
- 3. Reach Group Decisions
- 4. Roles and Responsibilities

Sense of Community

- 1. Belonging to a Group
- 2. Quality of Life
- 3. Values, Standards and Traditions
- 4. Historical and Ethnic Heritage

Moral and Ethical Values

- 1. Moral and Ethical Conduct
- 2. Values Affect Choices and Conflicts
- 3. Moral Judgments and Ethical Decisions

SKILLS AND COMPETENCIES

Reading

- 1. Main and Subordinate Ideas
- 2. Comparisons, Contrasts, Sequences
- 3. Meaning-Inferential, Literal
- 4. Predictions, Questions, Conclusion
- 5. Critical Judgments
- 6. Varying Reading Speed and Method
- 7. Features of Reference Materials

Writing

- 1. Sentence Structure
- 2. Organize and Relate Ideas
- 3. Sentences and Paragraphs
- 4. Language Style and Format
- 5. Conceive Ideas
- 6. Gather Information
- 7. Restructuring and Rewriting

Speaking, Listening and Viewing

- 1. Oral Exchange of Ideas
- 2. Ask and Answer Questions
- 3. Spoken Instructions
- 4. Distinguish Relevant from Irrelevant
- 5. Comprehend Ideas
- 6. Verbal and Nonverbal Presentations
- 7. Oral Presentations

Quantitative Skills

- 1. Add, Subtract, Multiply and Divide
- 2. Use Measurements
- 3. Ratios and Proportions
- 4. Spatial Relationships
- 5. Estimates and Approximations
- 6. Probability and Statistics
- 7. Tables, Charts and Graphs
- 8. Solve Problems

Reasoning and Problem Solving

- 1. Inductive and Deductive
- 2. Conclusions from Information
- 3. Predictions and Hypotheses
- 4. Concepts and Generalizations
- 5. Cause and Effect Relationships
- 6. Formulate Problems
- 7. Information Pertinent to Problems
- 8. Solutions to Problems
- 9. Creative Thinking Skills

Learning Skills

- 1. Goals and Priorities
- 2. Habits Conducive to Learning
- 3. Short and Long Term Projects
- 4. Sources of Information
- 5. Note Taking

COURSE OFFERINGS

COURSE OFFERINGS						
Funct. of Menth.	Econ. Found.	Hum. Res. Found.	Mar. & Bus. Found.	Comp. Wh. Ed.	DECA	
A	A	A	A	A	A	
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COURSE OFFERINGS

The Marketing Education Program has as its primary focus the marketing functions and their applications. Students at all levels must either possess or attain competency in a variety of foundational skills essential to the understanding and application of the marketing functions. These goals are most often achieved in the secondary school setting through the offering of a two-year comprehensive marketing curriculum consisting of an introductory and an advanced marketing course. The Marketing I and Marketing II courses described in this section are of this nature. Selected specialized courses that are related to the full marketing instructional program are also described in this section. The courses included are the following:

Selling

Advertising

Business Management

Retailing

Entrepreneurship

Fashion Merchandising

Human Relations for Marketing & Management

Marketing Mathematics

Merchandising

MARKETING EDUCATION I

Alternate Course Titles:

Fundamentals of Marketing
General Marketing
Introduction to Marketing
Marketing and Management I

Recommended Grade Level: 11

Course Length: One Year

Recommended Prerequisite: None

Description:

Marketing Education I is designed to provide students with the fundamental concepts, principles, skills and attitudes common to the fields of marketing and management. Instruction will focus on the marketing functions of distribution, financing, management of marketing information, pricing, product planning for goods and services, promotion, purchasing, risk management, selling, management and entrepreneurship. It may also include basic educational foundations, business foundations and economic foundations. Students will also be provided with an introduction to marketing careers and an understanding of our market economy.

Competencies:

After completing Marketing Education I, the student will be able to:

1. Describe the importance of marketing in a market-oriented economy.
2. Identify the basic types of markets.
3. Explain the importance of marketing research.
4. Define the product planning process.
5. Describe the factors affecting a product's price.
6. Identify and define the various channels of distribution used in getting products from the manufacturer to the ultimate consumer.
7. Describe the physical distribution function of marketing.
8. List, describe, and apply the elements of promotion.
9. Review and apply basic math skills to marketing problems.
10. Describe career opportunities in marketing occupations.
11. Demonstrate proper job application and interview skills.
12. Relate the importance of good human relations skills in obtaining and remaining in marketing positions.
13. Apply effective communication skills necessary in the business setting.

COURSE OUTLINE:

I. ORIENTATION TO THE MARKETING EDUCATION PROGRAM

- A. The curriculum and skill development
 - 1. How the program operates
 - 2. The curriculum
 - 3. Other activities that aid learning
- B. The job and career development
 - 1. Nature of cooperative education
 - 2. Career exploration and development opportunities
 - 3. Gaining occupational competence in marketing
- C. DECA and professional development
 - 1. Purposes of DECA
 - 2. Professional activities
 - 3. Competitive events
 - 4. Civic involvement
 - 5. Citizenship development
 - 6. Contributions of DECA to school, community and nation
 - 7. The DECA organization
 - 8. DECA emblem and its meaning
 - 9. DECA creed

II. BASIC SKILLS NEEDED IN MARKETING

- A. Communication used in marketing
 - 1. The nature of oral communication in marketing
 - 2. Listening skills
 - 3. Written communication skills
 - 4. Upward and downward communication
 - 5. Lateral communication
- B. Basic Math Skills of Marketing
 - 1. Figuring the real cost of merchandise
 - 2. Calculating markup and markdown
 - 3. Figuring average inventory and turnover rates
 - 4. Profits and profitability

III. SOCIAL SKILLS AND HUMAN RELATIONS NEEDED IN MARKETING

- A. Developing and improving self-image
 - 1. Appearance and grooming
 - 2. Appropriate dress for self-image
- B. Creating character
 - 1. Self-image
 - 2. Self-esteem
 - 3. Desirable character traits
 - 4. Character
- C. Expanding interpersonal relationships
 - 1. Getting along with co-workers
 - 2. Social relationships with co-workers
 - 3. Supervisory relationships

COURSE OUTLINE (continued)

- D. Improving job survival skills
 - 1. Getting beyond the new employee stage
 - 2. Personal adjustments
 - 3. Early trials of new employees
 - 4. Making the most of your work experience
 - 5. Managing failures and successes
 - 6. Moving up the career ladder
- E. Survival skills for modern living
 - 1. Managing money
 - 2. Financial management

IV. ECONOMIC CONCEPTS OF MARKETING

- A. Economic systems: what they are; what they do
 - 1. Basic economic concepts
 - a. Economic terms
 - b. Economic systems
 - c. Economic resources
 - d. How free enterprise works in an economic system
- B. Marketing in a free enterprise economy
 - 1. Characteristics of a command-type economy
 - 2. Characteristics of most economic systems
 - 3. Characteristics of a market-type economy
 - 4. The profit motive
 - 5. The role of competition
 - 6. Challenges for entrepreneurship
- C. Physical distribution: economic provider
 - 1. Distribution's role
 - 2. Functions of distribution
 - 3. Types of distributors
 - 4. How marketing uses distribution
- D. Entrepreneurship: economic opportunities
 - 1. Basic freedoms in America
 - a. Right to private ownership of property
 - b. Right to engage in private enterprise
 - c. Rights to dispose of profits in any manner
 - 2. Freedoms guarantee right to participate fully in system
 - 3. The right of private enterprise
 - a. Government does not compete
 - b. Government does not control the resources
 - c. Government guarantees competition in the market-place
 - d. Government regulates and enforces for the good of all
 - 4. The role of entrepreneurship in private enterprise
 - 5. Steps to starting a business
 - a. The business plan
 - b. The financial plan
 - c. Seek professional assistance

V. BASIC MARKETING CONCEPTS

- A. Product/service technology
 - 1. Marketing defined
 - 2. Market research defined
 - 3. Industrial and consumer marketing
 - 4. Role of product/service technology
 - 5. The need for product knowledge
 - 6. Sources of product knowledge
 - 7. Product planning and development
- B. Selling: generating marketing energy
 - 1. The changing nature of selling
 - 2. Social and environmental impact on selling
 - 3. How consumer concerns affect selling
 - 4. How consumer demographics affect selling
 - 5. Ethic responsibilities of selling
 - 6. The selling process
 - a. Involves techniques and strategies
 - b. Retail selling today
- C. Promotion
 - 1. The nature of promotional activities
 - 2. Promotional methods
 - 3. Importance of promotion to marketing
 - 4. Planning a promotional budget
- D. Merchandising
 - 1. Definitions of merchandising
 - 2. Merchandising of functions
 - 3. Planning strategies
 - 4. Merchandising appeals
 - 5. Using sound market research
 - a. What do customers want
 - b. What do customers expect to pay
 - c. What values do customers demand
 - d. What services do they expect
 - e. How do they want it presented
- E. The management function of marketing
 - 1. Management's role
 - 2. Management's function
 - 3. The nature of management
 - 4. What managers do:
 - a. Planning
 - b. Forecasting
 - c. Organizing
 - d. Staffing
 - e. Directing
 - f. Delegating
 - g. Controlling
 - h. Evaluating
 - i. Establishing Policies
 - j. Problem solving

MARKETING EDUCATION II

Alternate Course Titles:

Advanced Marketing
Marketing and Management II

Recommended Grade Level: 12

Course Length: One Year

Recommended Prerequisite: Marketing Education I

Description:

Marketing Education II is designed to provide students with the opportunity to develop decision-making skills through the application of marketing and management principles in small and large businesses, non-profit organizations, service industries and other institutions or associations that market products, services, ideas, or causes. Instruction will emphasize application to and direct involvement with marketing businesses and will be carried out by a variety of methods.

Competencies:

After completing Marketing Education II, the student will be able to:

1. Describe marketing management and its important role in a market-oriented economy.
2. Demonstrate an understanding of various business organization structures.
3. Manage various elements of the marketing mix, e.g., market segmentation and research, product marketing, place marketing.
4. Use effective strategies in employing, developing and supervising marketing employees.
5. Apply the concepts of marketing research.
6. Use marketing information systems and research in marketing decision-making.
7. Describe factors influencing pricing decisions and price products and services appropriate to the objectives of the organization.
8. Simulate the management of products and related services as they move through the various channels of distribution.
9. Describe efficient store operations and their importance to profitability.
10. Select appropriate financing for the business needs.
11. Differentiate between the types of credit offered in marketing businesses.
12. Apply effective communication and human relations skills in the business setting.

13. Use an appropriate mix of communication skills, personal selling, advertising, publicity, public relations and sales promotion activities in the promotion of products and services.
14. Identify a variety of career ladders available for people skilled in marketing, including entrepreneurship.
15. Apply skills necessary in starting a business through simulating each step necessary in planning for a new business.

SUGGESTED COURSE OUTLINE

I. ORIENTATION TO THE MARKETING EDUCATION II PROGRAM

- A. Review of Marketing Education I Program
 1. Highlight major competencies acquired
 2. Review core studies
 3. Review job-related experiences
 4. Review DECA professional activities
- B. Marketing Education II curriculum is far more advanced
 1. In marketing knowledge and skills
 2. In entrepreneurship knowledge and skills
 3. Each student will exit the Program with a complete business plan

II. EXAMINING THE WORLD OF MARKETING

- A. Types of markets
 1. Industrial markets
 2. Industrial services
 3. Types of industrial marketers
 4. Marketing industrial goods
 5. The Consumer market
 6. Specialized markets
 7. International marketing
- B. Marketing institutions
 1. A Marketing system is complex
 2. Assembling institutions
 3. Manufacturing
 4. Dispersing institutions
 - a. The wholesaling function
 - b. Wholesaling institutions
 - c. The retailing function
- C. Marketing channels
 1. Planning channels of distribution
 2. Consumer market determines strategies
 3. Role of middlemen in distribution
 4. Role of retailing in distribution
 5. Making channel decisions

III. MARKETING PRODUCTS AND SERVICES

- A. Product planning for a small business
 1. Selecting the product mix
 2. Product has three phases
 3. Factors of product planning
 4. Avoiding product failure
 5. Packaging decisions

- B. Product services and pricing strategies
 - 1. Planning product services
 - 2. Types of services
 - 3. Price planning strategies
 - 4. Developing price strategies
 - 5. Establishing terms of sale
- C. Research the market
 - 1. Definition of market research
 - 2. Researching a new product
 - 3. Researching a target market
 - 4. Developing a target market
 - 5. Developing sales objectives for a new product
- D. Transportation and storage
 - 1. Types of transporters
 - 2. Selecting a carrier
 - 3. Preparation for shipping
 - 4. Storage

IV. MARKETING FUNCTIONS OF A RETAIL ENTERPRISE

- A. Buying for resale
 - 1. Buyer's responsibilities
 - 2. Inventory management most critical
 - 3. Inventory control by units
- B. Personal selling in sales promotion
 - 1. Personal selling is sales promotion
 - 2. Selling is most critical function of retailing
 - 3. Retail selling is a leading economic indicator
 - 4. Planning for personal selling in a retail store
 - 5. Responsibilities of sales management
- C. Other forms of sales promotion
 - 1. Scope of sales promotion activities
 - 2. Effective sales promotion
 - 3. Planning sales promotion
 - 4. Selected methods for retailing
 - 5. Ethical practices in promotion
- D. Supervisory and management functions
 - 1. Management's role in retailing
 - 2. Supervisory functions
 - 3. Management functions
 - 4. Styles of management

V. ESTABLISHING AND OPERATING A MARKETING ENTERPRISE

- A. Entrepreneurship as an opportunity
 - 1. Another career possibility
 - 2. Not for everyone
 - 3. Encouraged because it is vital to our economic structure
- B. Contents of a business plan
 - 1. A complete detailed description of the business
 - 2. Description of the products/services
 - 3. Market research study for justification
 - 4. Survey of competition
 - 5. Organization chart with personnel
 - 6. Financial plan
- C. Personal qualities needed for entrepreneurship

SELLING

Alternate Course Title: Salesmanship

Recommended Grade Level: 11, 12

Course Length: One Semester

Recommended Prerequisite: None

Description:

Selling is a course designed to inform students about specific selling techniques needed by salespeople. Selling focuses its attention on serving customers and helping them make informed buying decisions. It includes information on the importance of human relations in selling, the functions performed by salespeople, how to develop the personality traits needed by salespeople and the buying/selling process. This course can help students learn the sales attitudes and sales techniques needed for job success.

Accountability:

After completing Selling, the student will be able to:

1. Describe how selling responds to customer needs and wants.
2. Explain why selling should result in a benefit or gain to the customer.
3. Explain the contribution of selling in the United States.
4. Describe the importance of the customer to a successful business.
5. List the functions performed by a salesperson.
6. Address the influences on the customer before the purchase decision.
7. Analyze the stages of the customer-buying process.
8. Analyze common buying motives.
9. Describe the steps of a sale.
10. Explain the importance of planning a sales presentation.
11. Ask customers to buy using an appropriate closing technique.
12. Use suggestion selling and explain the importance of this selling technique.
13. Conduct a sales demonstration.
14. Obtain and use information on careers in selling.
15. Explain the benefits of a selling career.
16. List the major types of businesses which employ salespeople.

Suggested Topics:

1. The Nature and Scope of Selling
2. The Pre-approach (Preparing to Sell)
3. Performing the Steps of a Sale
4. Special Sales Skills
5. Sales Demonstration Activity
6. Career Opportunities in Sales

ADVERTISING

Alternate Course Title: Promotion

Recommended Grade level: 11, 12

Course Length: One Semester

Recommended Prerequisite: None

Description:

Advertising is designed to inform students of the importance of advertising as a method of promotion in successful business operations. Students are exposed to media, methods, budgets and evaluations which are used to help sell a product, service or business.

Accountability:

After completing Advertising, the student will be able to:

1. Describe the nature and scope of advertising.
2. Explain the necessity of advertising in a market economy.
3. Identify career opportunities in advertising.
4. Identify legislation which directly affects advertising.
5. Explain the major types of advertising.
6. Describe the media available for successful advertising.
7. List the communication elements of successful advertising.
8. Identify the AIDCA formula and explain how it applies to advertising.
9. Demonstrate skill in preparing advertisements which emphasize customer benefits.
10. Calculate the cost of specific types of advertising.
11. Prepare an efficient advertising budget.
12. Explain the uses of computers in advertising.
13. Demonstrate skills in selling advertising.

Suggested Topics:

1. Introduction to Advertising
2. Career Opportunities in Advertising
3. Legal Implications of Advertising
4. Major Types of Advertising
5. Advertising Media
6. Customer Buying Motives
7. Preparation of Print Advertising
8. Preparation of Broadcast Advertising
9. Calculating the Cost of Advertising
10. Preparation of an Advertising Budget
11. Computer Applications in Advertising
12. Selling Advertising

BUSINESS MANAGEMENT

Alternate Course Title:

Business Principles and Management
Management

Recommended Grade level: 12

Course Length: One Semester

Recommended Prerequisite: Marketing, Accounting, and/or Business Law should be taken prior to or during the period of time this course is being taken by the student.

Description:

Students will learn the fundamentals of business management and develop the skills necessary to own or operate a business. Business plans will be analyzed and evaluated. Students will study all aspects of managing a business including finances, production, marketing and human resources.

This course is designed for students who are considering a career in business management, further study in business administration, or self-employment in any occupation.

Accountability:

After completing Business Management, the student will be able to:

1. Explain the importance of business in a free enterprise economy.
2. Describe the types of business ownership.
3. Identify and describe leadership styles.
4. Define common business terms.
5. Explain the role and functions of managers/supervisors.
6. Demonstrate the techniques associated with problem-solving and decision-making for successful business management.
7. Apply facts, procedures and concepts that will aid in becoming effective members of the business community.
8. Explain the process of planning and conducting effective group meetings.
9. Describe the procedures common to human resource management.
10. Demonstrate information management in decision-making.
11. Explain and demonstrate the basic steps of business plan management.

Suggested Topics:

1. The Nature of Business and Entrepreneurship
2. Types of Business Ownership
3. Production
4. Marketing
5. Financial Management
6. Communications
7. Managing Human Resources
8. Management Decision-Making
9. Business Plans

RETAILING

Alternate Course Title: Retail Management

Recommended Grade Level: 11, 12

Course Length: One Semester

Recommended Prerequisite: None

Description:

Retail Management provides an introduction to the skills, knowledge and attitudes necessary for successful retail business operation. Students are provided an overview of retail operations, channels of distribution, market analysis, promotion, pricing, distribution and retail career exploration.

Accountability:

After completing Retailing, the student will be able to:

1. Describe the role of retailing in the market economy.
2. Differentiate between the various types of retail businesses.
3. Describe the psychological, physiological, and social influences that affect consumer behavior in retailing.
4. Identify and describe the role of merchandise, personnel, service and credit policies in retail store operation.
5. Analyze and describe effective merchandise policies used in obtaining and arranging goods for resale.
6. Explain appropriate inventory control methods used in the retail setting.
7. Construct a promotional plan for a retail store.
8. Demonstrate effective retail sales skills.
9. Explain the roles and functions of retail store managers.
10. Prepare a business plan to be used in starting a retail enterprise.
11. Describe career opportunities in retailing.

Suggested Topics:

1. An Overview of Retailing
2. Types of Retail Businesses
3. Consumer Behavior and Retailing
4. Retail Store Policies and Procedures
5. Merchandise Planning for Retail Stores
6. Inventory Control Techniques
7. Promotional Mix
8. Retail Salesmanship
9. Management of the Retail Enterprise
10. Starting a Retail Business
11. Career Opportunities in Retailing

ENTREPRENEURSHIP

Alternate Course Titles:

Small Business Management
Business Organization
Business Organization and Management

Recommended Grade Level: 12

Course Length: One Semester

Recommended Prerequisites: Accounting
Marketing I
Introduction to Business
Business Economics

Description:

Students gain an understanding of the marketing and management principles necessary to start and operate their businesses. They will develop an awareness of the opportunities for small business ownership and develop the planning skills needed to open a small business. Students will become aware of the traits and characteristics of successful entrepreneurs.

Students gain an awareness of knowledge needed in research, planning, regulations affecting the small business and means of financing a small business. They will understand the specific strategies of business management and marketing and the economic role of the entrepreneur in the market system.

Entrepreneurship is designed for students enrolled in Marketing Education and/or other courses, who have an interest in developing the skills, attitudes and knowledge necessary for successful entrepreneurs.

Accountability:

After completing Entrepreneurship, the student will be able to:

1. Explain the basics of economics and the role of the entrepreneur in the free enterprise economic system.
2. Identify the characteristics of successful entrepreneurs.
3. Explain the opportunity costs of starting a small business.
4. Describe the risks and rewards of being an entrepreneur.
5. Explain the decisions necessary for successful entrepreneurs.
6. Explain the importance of human relations skills in the decision-making processes of a business owner.
7. Identify the market structure and the degrees of competition in particular market areas.
8. Define the functions of pricing, profit and productivity as related to small business ownership.
9. Explain the government's role in the market place and the effect on the small business owner.
10. Describe the major forms of business ownership.
11. Explain the factors that influence the choice of business ownership.
12. Determine capital needs, sources of capital and loan options.

13. Formulate and analyze financial statements/basic records necessary for small businesses.
14. Identify the elements of a business plan.
15. Relate the importance of a business plan to entrepreneurs.

Suggested Topics:

1. The American Economic System
2. The Business Environment
3. Legal Forms of Business Ownership
4. Operating a Small Business
5. Human relations in Business Management
6. Financial Management of Small Businesses
7. Computer Applications for the Entrepreneur
8. Management Simulations
9. Developing a Business Plan

FASHION MERCHANDISING

Alternate Course Title: Apparel and Accessories

Recommended Grade Level: 11, 12

Course Length: One Year

Recommended Prerequisite: Marketing I

Description:

Fashion Merchandising provides the foundation in preparing students for a wide range of careers available throughout the fashion industry. Special emphasis is given to designing, manufacturing, wholesaling, promoting and retailing clothing and accessory items.

Accountability:

After completing Fashion Merchandising the student will be able to:

1. Demonstrate a basic understanding of the nature of fashion.
2. Analyze the economic, sociological and psychological factors affecting contemporary fashions and become acquainted with literature and resource materials dealing with these factors.
3. Review the historical development of apparel fashions.
4. Explain the importance of fashion businesses to the economy.
5. Describe the history and development of the various segments of the fashion industry and examine the unique and complete interdependency of these segments as well as trends in the industry.
6. Explain the purposes served by foreign and domestic markets and describe the role of designers in these markets.
7. Describe the nature of the primary and secondary fashion markets.
8. Distinguish between the various types of retail distributors of fashion goods and differentiate the merchandising and selling policies of each.
9. Analyze the steps involved in starting a fashion business.
10. Describe the scope of jobs in the fashion industry and explain how to best prepare for career-sustaining positions and plan careers.
11. Organize and implement a fashion show.

Suggested Topics:

1. The Fashion Industry
2. Factors Affecting Contemporary Fashion
3. Historical Development of Fashion Apparel
 - a. Women's Apparel
 - b. Children's Apparel
 - c. Men's Apparel
4. Textiles--Fibers and Fabrics
5. Accessories
6. Domestic and Foreign Fashion Markets
7. Fashion Merchandising and Selling
8. Starting Your Own Fashion Business
9. Career Opportunities and Career Paths
10. Fashion Show Production

HUMAN RELATIONS FOR MARKETING AND MANAGEMENT

Alternate Course Title: Human Relations

Recommended Grade Level: 10

Course Length: Nine Weeks

Recommended Prerequisite: None

Description:

The purpose of Human Relations for Marketing and Management is to provide students with more than a foundation in the basic skills associated with good human relations in the business world. This course also moves beyond basic human relations and seeks to focus on the functional skills necessary for the student interested in a career in marketing and/or management.

Students will apply communication, interpersonal skills and organization skills to practical situations encountered by supervisors and managers in the business world. The intent of the course is to build competence in human resource management. As a result, students will be better prepared to enter and advance in career-sustaining occupations.

Accountability:

After completing Human Relations for Marketing and Management, the student will be able to:

1. Explain the nature of effective oral and written communications in business.
2. Demonstrate through role-playing and simulation exercises, the personality traits important for successful interpersonal communication.
3. Exhibit appropriate personal appearance for business settings.
4. Explain the concept of self-understanding.
5. Explain the nature of positive customer/client relations.
6. Demonstrate organizational skills in simulated supervision exercises.
7. Explain the importance of personnel policies and current employment practices.
8. Explain ways to develop positive morale and motivation in the workplace.
9. Explain the nature of employee training/human resource development.
10. Explain various methods of employee evaluation.

Suggested Topics:

1. Basic Skills in Human Relations
2. Interpersonal Communications
3. Image Projection in Business
4. Self-Understanding
5. Customer/Client Relations
6. Organization/Time Management
7. Human Resource Management
 - a. Employment Practices
 - b. Morale and Motivational Techniques
 - c. Fundamentals of Business Training
 - d. Evaluation/Feedback Methods

MARKETING MATHEMATICS

Alternate Course Title: Retail Mathematics

Recommended Grade Level: 10, 11, 12

Course Length: Nine Weeks to One Semester

Recommended Prerequisite: None

Description:

The purpose of Marketing Mathematics is to provide students with both foundational and functional skills in applied marketing mathematics. Students will use the basic skills associated with business mathematics to solve typical problems found in the field of marketing and management.

Typically, the student interested in a career in marketing and/or management must have a strong foundation in mathematics. In the field of marketing, retail cashiering, buying, pricing and stock planning require application of these skills. For management and supervision, these same functions apply as well as personnel recordkeeping, credit and collections and business forecasting. Students will apply mathematics skills to problems and situations associated with both fields.

Accountability:

After completing Marketing Mathematics, the student will be able to:

1. Perform basic computations using addition, subtraction, multiplication, division, fractions, decimals and first-degree algebraic equations.
2. Demonstrate cashiering procedures including basic machine operations.
3. Use financial measures to calculate net sales and profit/loss statements.
4. Explain the importance of credit and collections.
5. Explain the factors affecting credit extension.
6. Explain the purpose and importance of obtaining credit.
7. Explain the nature and scope of purchasing.
8. Apply mathematics skills in purchasing situations.
9. Explain the nature and scope of pricing.
10. Determine selling prices using various pricing methods.
11. Complete stock control records.
12. Complete personnel records involving mathematical computations.

Suggested Topics:

1. Basic Skills in Mathematics
2. Sales Operations
 - a. Cashiering
 - b. Net Sales Calculations
 - c. Financial Statements
3. Credit and Collections
4. Purchasing
5. Pricing
6. Stock Control
7. Personnel Recordkeeping

MERCHANDISING

Alternate Course Title: Retail Merchandising

Recommended Grade Level: 11, 12

Course Length: Nine Weeks to One Semester

Description:

Merchandising provides a comprehensive exposure to the merchandising aspect of retail operations. Course content includes inventory procedures, merchandise planning, interpreting consumer demand, buying and pricing.

Accountability:

After completing Merchandising the student will be able to:

1. Describe the importance of merchandising and its relationship to marketing.
2. Explain the relationship between stock efficiency and sales level.
3. Describe the various unit-control systems used in business organizations.
4. Develop a merchandise plan.
5. Identify procedures to be used in choosing products and timing purchase of stock items.
6. Identify sources of product information available to the buyer.
7. Analyze factors to consider when choosing a vendor and negotiating a buying contract.
8. Identify procedures used when determining prices for resale.
9. Explain stock control procedures used in managing stock.
10. Describe the buyer's role in influencing the promotion of purchased merchandise.
11. Analyze procedures used for determining merchandise trends.
12. Analyze possible careers in merchandising.

Suggested Topics:

1. The Role of Merchandising
2. Merchandise Planning
3. Unit-Control Methods
4. Buying Plans and Procedures
5. Choosing a Vendor
6. Pricing Techniques
7. Receiving and Checking Merchandise
8. Data Processing Systems
9. Stock Management and Control
10. Promoting the Merchandise
 - a. Sales
 - b. Visual Merchandising
 - c. Advertising
 - d. Promotional Support
11. Merchandising Trends
12. Merchandising Careers

SAMPLE

MARKETING EDUCATION ENTREPRENEURSHIP PROJECT

Objective:

During the second semester of the senior year, students will demonstrate their knowledge of marketing and merchandising information by completion of a manual describing the procedures that would be used in planning a business that would succeed in the modern world of marketing. The project will be evaluated within established classroom proficiency as measured by the attached rating sheet and judged by the instructor.

How shall we do it:

The instructor shall furnish a suggested "table of contents" to contain the basic requirements for the project. The students are encouraged to use their creativeness by going beyond the basic requirements to achieve an excellent grade.

The written report must be legible, in ink or typed, submitted in a folder and in a respectable level of business neatness.

An oral presentation is required to allow a sharing of the knowledge gain among the class. The presentations shall be planned upon completion of the written report.

Your textbooks should be used as reference for the basic requirements of the project. The instructor shall cover and provide additional information through classroom instruction for any information not available from available resources.

The company or organization you choose can be real or proposed. You may choose a retail product or service. The organization you represent is your student's decision.

Progress checks will be made for each chapter. The following "Table of Contents" is the basic requirement for this project. Although not every item has been identified, you should be creative and relentless in pursuit of the Entrepreneurship Project selected.

SAMPLE

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION.....	1
1. Consumers you plan to serve.....	
Interest type(s).....	
Income group.....	
Other background information.....	
2. The kind of goods/services you would like to handle.....	
3. How (goods) are produced and manufactured.....	
4. Usual channel of distribution for (goods).....	
5. The prospects for your business growth.....	
II. ORGANIZING THE BUSINESS.....	
1. The kind of business you will open.....	
2. How the store will be owned.....	
3. The kind of stores which will be your major competition.....	
4. A broad policy covering the business activities.....	
5. A collection of pictures or illustrations which will help put your ideas into form. A sketch of the business, showing the kind of business, would be helpful.....	
III. THE BUSINESS LOCATION, LAYOUT AND EQUIPMENT.....	
1. Choosing a location.....	
2. The building.....	
3. The equipment.....	
4. The layout.....	
5. The business image.....	
IV. THE FINANCING OF THE BUSINESS.....	
1. How much money you will need to start your business.....	
2. How that money will be divided among your various capital needs.....	
3. Where you will get the necessary capital.....	
4. The kinds of insurance you will purchase to cover your retailing risks.....	
5. The organization chart for your store showing the major retailing activities and specific work to be done in each activity.....	

V.	POLICIES FOR THE NEW STORE.....	
	1. Merchandise policies.....	
	2. Service policies.....	
	3. Credit policies.....	
	4. Collection policies.....	
	5. Personnel policies.....	
VI.	BUYING.....	
	1. The buying procedure you will follow to obtain your (goods).....	
	2. A buying plan for at least two important items you will carry.....	
	3. A list of suppliers and item(s) you will buy from each supplier.....	
	4. A list of rules and ethics you will observe in your dealings with suppliers.....	
VII.	CHECKING, RECEIVING AND PRICING FOR PROFIT.....	
	1. Outline the procedure for receiving checking, marking, storing and arranging stock you will use in your store.....	
	2. Write a paragraph on the collecting of sales data in your store.....	
	3. Describe how you would take inventory in your store and how often this would be done.....	
	4. Prepare an income statement and balance sheet for your store's first year of operation.....	
	5. Set up a merchandise plan for your store, with the merchandise classifications you would set up for your store.....	
IX.	LEGAL ASPECTS FOR YOUR STORE.....	
	1. Government laws.....	
	Local.....	
	State.....	
	National.....	
	2. Taxes and Licenses.....	
	Local.....	
	State.....	
	National.....	

- X. SUMMARY AND CONCLUSIONS.....
- BIBLIOGRAPHY.....
- APPENDIX.....

When we will do it:

<u>CHAPTER</u>	<u>DATE DUE</u>
I. Introduction.....	
II. Organizing the business.....	
III. The business location, layout, etc.....	
IV. The business financing (check of I-IV).....	
V. Policies for the new store.....	
VI. Buying.....	
VII. Checking, Receiving and Pricing.....	
VIII. Controlling the store.....	
IX. Legal aspects of the store.....	

Starting the oral reports (reports due).....

THE TABLE OF CONTENTS IS NOT A READING ASSIGNMENT AS MOST OF THE AREAS HAVE BEEN COVERED IN CLASS ALREADY. USE OUTSIDE SOURCES OF ARTICLES (FOOTNOTED) AND INTERVIEWS WITH MANAGERS. SPECIAL SPEAKERS ON SPECIFIC TOPICS MAY BE HELPFUL AND YOU MAY PLAN THESE EVENTS WITH YOUR INSTRUCTOR'S APPROVAL.

SEE EVALUATION

SAMPLE

MARKETING EDUCATION ENTREPRENEURSHIP PROJECT

E V A L U A T I O N

How are we going to be graded?

SCORE SHEET FOR WRITING AND CREATIVE EVALUATION OF GOING INTO BUSINESS PROJECT

NAME OF STUDENT _____

Learning Concepts and Skills covered in project	!Failure! (5)	!Poor! (4)	!Average! (3)	!Good! (2)	!Excellent! (1)
1. Introduction	0-14	15-17	18-20	21-23	24-25
2. Organizing the business	"	"	"	"	"
3. The business location, layout and equipment	"	"	"	"	"
4. Financing of the business	"	"	"	"	"
5. Policies for the business	"	"	"	"	"
6. Buying	"	"	"	"	"
7. Checking, receiving and pricing for profit	"	"	"	"	"
8. Controlling the store	"	"	"	"	"
9. Legal aspects for your store	"	"	"	"	"
10. English mechanics	"	"	"	"	"
11. Creativeness and thoroughness of total project	"	"	"	"	"

TOTAL OF WRITTEN REPORT: _____
275

Comments:

SAMPLE

SCORE SHEET FOR ORAL EVALUATION OF GOING INTO BUSINESS PROJECT

Learning Concepts and Skills covered in presentation	!Failure!	Poor	Average	Good	!Excellent
1. Opening: Appearance, Intro.	0-1	2	3	4	5
2. Explanation of Business	0-19	20-27	28-33	34-39	40-45
3. Close: Summary, Conclusion	0-5	6-7	8	9	10
4. Organization of Presentation logic, clarity, suitability, coherence	"	"	"	"	"
5. Mechanics of Presentation voice, diction, grammar, pronunciation, audio-visual	"	"	"	"	"
6. EFFECTIVENESS: purpose achieved! impress, inform, persuade	"	"	"	"	"
7. CREATIVENESS & THOROUGHNESS of presentation-future success?	"	"	"	"	"

TOTAL OF ORAL REPORT: 100

COMMENTS:

SAFETY

It is the responsibility of the Teacher/Coordinator to include safety instruction in the curriculum. It is important that the cooperative education student know the basics of safety for their own protection. Teaching a safety unit also provides legal protection for the Teacher/Coordinator and the employer should a student be injured while working.

The following code of ethics, safety information and student evaluation are recommended to be used as part of the curriculum.

THE MARKETING EDUCATION TEACHER/COORDINATOR'S SAFETY CODE OF ETHICS

- I am aware of the job safety requirements in my areas of supervision.
- I inspect all major, minor and "almost" accidents.
- I search, scrutinize and determine methods to control and prevent accidents.
- I conduct informal and planned safety inspections.
- I make students aware of safety hazards and preventative actions.
- I am acquainted with the standards and requirements for personal protective equipment.
- I make known to students the purpose of personal protective equipment.
- I train my students in fire prevention and control.
- I inform students of the need for good housekeeping as a safety and fire prevention tool.
- I relate to my students how the safety laws are designed to prevent accidents and injuries.
- I use visual aids to illustrate to my students safety procedures and equipment.
- I use various teaching methods to demonstrate safety awareness.
- I use negative and positive teaching techniques to reinforce job safety procedures.
- I test the students to determine how well I am teaching safety.
- I evaluate myself to ascertain how fully I meet the requirements of safety on-the-job supervision.
- I make it a practice to give my students a safety tip on each job once a week.

THE MARKETING EDUCATION TEACHER/COORDINATOR'S SAFETY CODE OF ETHICS...(cont.)

I keep up to date with safety requirements.

I make every effort to improve the safety conditions of the work stations in my area.

I. PURPOSE OF SAFETY

The purpose of this unit on safety is to familiarize the students with the procedures and the related hazards of their jobs so they will be aware and conscious of the dangers involved. The unit should prepare them for the world of work and make them knowledgeable of these dangers so that they will be responsible workers. Finally, it should relate to the students the need for safety and guide them towards performing their duties in a safe manner.

II. EDUCATIONAL OBJECTIVES

A. BEHAVIOR

1. Workers must be alert at all times.

a. Pay attention to what they are doing at all times, especially if the job is repetitive.

b. Do not daydream.

2. Have regard for others while they are working.

No practical jokes played on other workers while they are working.

3. Workers should take pride in their job so it is performed and completed in a reasonable amount of time safely.

4. Workers personal safety is more important than the job.

5. Do not take chances to get the job done quickly.

a. Do not modify procedures without asking employer.

b. Return tools and equipment to their proper place when finished with them.

6. Worker will dress appropriately for work.

Example: Waitress: clean appearance and uniform, hair neat and clean hands.

THE MARKETING EDUCATION TEACHER/COORDINATOR'S SAFETY CODE OF ETHICS...(cont.)

7. Worker will inspect machinery before use to verify the condition as safe to operate.
 - a. Worker will use equipment properly.
 - b. Worker will not oil or clean moving machinery.
 - c. Worker will remain with machine while it is in operation.
 - d. Worker will utilize all safety guards when operating machinery. (e.g., slicing machine, bread cutters.)
 - e. Worker will not talk or be distracted while operating machinery by another worker.
8. Worker will be aware of hazardous toxic fumes, gases and liquids.
 - a. Use proper ventilating systems.
 - b. Wear protective mask; respirator.
 - c. Worker will not inhale or expose themselves to dangerous fumes, gases, or liquids without proper protection.
 - d. Worker will handle such materials with regard to self and others.
9. Worker will keep the work area clean and clear of:
 - a. Spilled liquids.
 - b. Electrical extension cords.
 - c. Excess materials cluttering work area.
10. Worker will familiarize himself/herself with fire exits, extinguishers, blankets and alarm systems, and know how to use them properly beforehand.

Worker will report all accidents to employer and coordinator.

B. CONDITIONS

1. Worker will regard themselves as the most important thing at their job.

Worker will utilize maximum lighting where required.

Note: If additional lighting is required or where fixtures are not operating properly, worker will ask employer to add or repair fixtures.

THE MARKETING EDUCATION TEACHER/COORDINATOR'S SAFETY CODE OF ETHICS...(cont.)

2. Worker should follow employers instructions and not modify them.
3. Worker should wear proper clothing, eye and ear protection when necessary.
 - a. If employer does not provide these, ask for them.
 - b. If worker provides them, obtain them before starting job.
4. Employer should provide on-the-job training or pre-training prior to worker performing job alone.
5. Worker should be permitted to utilize shop equipment which he/she is qualified to use.

Worker will not use machinery which they are not qualified to use (e.g. bread cutting machines, meat slicing machines, toasters, electric can openers, etc.).

6. When learning new machines or operations, employer should explain machine operation, and safety rules which accompany them.
7. Employer should provide adequate supervision of student worker and not leave worker who has just learned a job or machine.
8. Employer should rotate qualified workers so that the workers will become familiar with all aspects of the specific business.
9. Employer and worker should be able to talk to each other truthfully and communicate with one another.
10. Employer should stress safety at all times to his workers and vice versa.

C. CRITERIA

1. The employer and coordinator should be able to visually observe the student working in a safe and conscientious manner once the student is in the training station working.
 - a. Evaluate the manner in which the worker utilizes their tools and machinery.
 - b. Assess the student's regard for other workers around him.
 - c. Appraise the students work areas and habits.
 - d. Judge if the worker is wearing the proper clothing, eye and ear protection.

THE MARKETING EDUCATION TEACHER/COORDINATOR'S SAFETY CODE OF ETHICS...(cont.)

2. The worker will:

- a. Understand the vital need for safety at all times.
- b. Regard other worker's safety and well being.
Note: Not exhibit any practical jokes or horseplay.
- c. Be able to recognize the importance of personal safety.
- d. Be able to distinguish safe procedures, tools and machines from hazardous ones.
- e. Wear the correct protective devices and clothing for their job.
- f. Be able to demonstrate proper procedures of fire drills.

Name: _____

Date: _____

Coordinator's Initials: _____

SAFETY RULES

Serious injury can happen to you, your fellow worker, or a customer if certain simple safety rules are not followed. Merchandise, supplies and equipment must be guarded from damage. What safety rules are suggested for you to follow at your training station?

1. Proper procedure in lifting: _____

2. Proper procedure in opening cartons: _____

3. Care in using electricity: _____

4. Care in using machines: _____

5. Care in handling glass containers: _____

6. Care in handling liquids: _____

SAFETY RULES...(continued)

7. Protection of self and customers from ice, grease and such dangers: _____

8. Proper procedure for handling waste material: _____

9. Other safety suggestions:

a. Special wearing apparel: _____

b. What to do in case of:

(1) Suspected shoplifters: _____

(2) Robbery or holdup: _____

10. Other safety regulations recommended by your training station sponsor: _____

RECRUITMENT AND SELECTION

The recruitment and selection of employable students should be considered critical to the initial and continued success of the overall Marketing Education program. The opportunity to recruit and select students who will benefit from the Marketing Education Program is unique and requires the cooperative efforts of the Teacher/Coordinator, administrators, current students, faculty, counselors and advisory committee members.

A fundamental premise of the Marketing Education Program is that it should be available for those students who want, need and can benefit from the instruction. Thus, students, parents, counselors and administrators should be made aware of the goals and purposes of the program. Marketing Education is available for a broad representation of the student body including males and females, handicapped and disadvantaged, college-bound, those planning to enter directly into the labor force, and potential dropouts.

The Teacher/Coordinator is the individual primarily responsible for the recruitment of the students. Failure to carry out this responsibility can lead to the placement of students in the program who do not belong there, i.e., the "dumping ground" syndrome or the dissolution of the program due to lack of enrollment.

The key to continued successful recruitment is the operation of a high-quality program throughout the year. As business and industry have recognized for many years, "word of mouth" advertising and testimonials can have a most lasting impact upon the market. The same is true of a marketing education program. Current students can be successfully used in a recruitment effort. They can share their experiences with friends, relatives, and other potential student-employees. The overall recruitment program should be carefully planned and supervised by the Teacher/Coordinator.

The Teacher/Coordinator should meet with the school administration to identify the class registration date for the following year during December. January and February can be excellent months for "stepping up" the recruitment effort for the following academic year, depending upon the school's pre-registration date for the next term. Brochures developed as a part of the public relations effort are certainly appropriately used at this time. Posters, newspaper articles, etc. can be used to inform students of the Marketing Education Program.

Make sure that you have an adequate supply of interest forms, application forms, interview rating sheets for use in recruiting students. Samples of these items are included in this section of the handbook. Depending upon the school's registration schedule, the Teacher/Coordinator should plan to accept applications and referrals and interview students during March and early April. This is done so that all students can be notified prior to the actual pre-registration date for the next term. If it is not possible to complete this prior to pre-registration it is important to plan alternate schedules for all students who have indicated an interest knowing that a number of the students may not be selected for the program. Training station regulations, the placement and job-interviewing process and the program rules and guidelines should be presented and discussed at this time. It may be valuable to include parents/guardians in this orientation session.

Students interested in enrolling in Marketing Education should be subjected to a very organized and businesslike selection process.

1. Student application forms that provide background information.
2. The student's personal cumulative record, which provides such information as school grades and credits, occupational goals, interests and previous business courses.
3. The student interview conducted after all pertinent data have been compiled.

The input of the student, teachers and counselors can and should be considered in the selection process. If the student has been previously employed, that information can also be helpful. The selection process should be based on all or some of the following criteria:

1. The student has a career interest in the identified vocational area.
2. The student desires to, upon graduation, work in the specific vocational area, and/or plans to pursue high education in a related area.
3. The student has the ability or potential ability to succeed in the vocational area. He/she should have acceptable competence in reading, writing and mathematics. The Teacher/Coordinator is encouraged to assist in any basic skills remediation that will help the student.
4. The student should have the consent of his/her parent(s) or guardian(s) to enroll in the program.
5. The student should have the ability or potential ability to practice good human relations in a class, vocational student organization, or job environment.
6. The student should be honest and recognize the importance of good grooming and manners.
7. The student must have demonstrated dependability, good attendance patterns and the ability to arrive on time.
8. The students must understand the potential need for transportation to the training station.

A variety of indicators can be utilized by the Teacher/Coordinator to assess the student's potential for success and employability. Indicators of expected performance that might be used include: academic records, aptitude scores, attendance and tardy records, teacher and counselor references, extracurricular activities, completeness and neatness of the application form for admission into the program, performance in the application interview and punctuality in returning forms and appearing for the interview.

PROMOTION AND RECRUITING

Program promotion should be enthusiastic and well planned. Publicity should have news value. Moreover, the campaign should be distributed over the entire year, and not appear suddenly at either the beginning or end of the year. Publicity should be adapted to each school and varied to meet different conditions.

STUDENT RECRUITMENT

Prospective students should be counseled and familiarized with the program goals and objectives. One or more of the following techniques may be used in contacting potential students.

1. Appearances before school assemblies and other groups of students
 - a. Merchants or businessmen
 - b. Former high school students now employed in their chosen field
 - c. Guidance, placement, business or teachers
2. Media Contacts
 - a. Printed publicity
 - b. Articles in school papers
 - c. Articles in local newspaper
 - d. Materials posted on school bulletin boards
 - e. Radio and television

Plan to reinforce individual interviews with other activities that will create interest in the program, and give the school a better understanding of how Marketing Education operates. A well-planned promotion, beginning early in the winter, can make a big difference in the number of program enrollees.

SUGGESTED PROMOTION ACTIVITIES

The following suggestions are offered as a means of developing publicity and promotion. However, promotional details should be described to the principal and approval received prior to implementation:

1. Prepare posters and displays with Marketing Education theme to distribute appropriately around school. These should be used during the entire promotion.
2. Talk to sophomore and junior classes explaining Marketing Education Program, and describing the interviews to be held later. Information should be factual. (Selecting students who need and want the class, and can profit by the training, is a paramount recruitment criteria objective).
3. Hold a "guest day" on which students can bring a guest who might be interested in Marketing Education.

4. Obtain a list of students who are already working but not currently enrolled in Marketing Education. Call a meeting and tell them about the program or have personal interviews.
5. Invite the school guidance counselor(s) to cooperate. If the school gives aptitude or interest tests, the test results will frequently provide a list of students who can be interviewed.
6. Recruit students through a Marketing Education sponsored school-wide assembly program. Following the assembly, speakers representing businesses may be invited to meet with the students who have expressed an interest in these vocations.
7. Show movies, slides and videos to students and community groups.
8. Teacher-Coordinator should be active in school and community activities.

STANDARDS IN STUDENT SELECTION

Probably one of the most important single factors in the establishment and operation of an effective Marketing Education program lies in the proper selection and placement of student learners. There are many reasons why this is true.

The first, is to meet the needs of the student. Secondly, to meet the needs of the local community. Thirdly, to develop good school and community relations. Every student who goes from the school to a job in the community is an ambassador for the school. The attitude of a student in the community is a reflection on the school.

The ability to represent the educational institution does not imply that a student must make high grades in every subject. It does, however, require establishing personal standards, and determining selection on the basis of such standards. In addition, it is the Teacher/Coordinator's responsibility to advise students who cannot meet standards to find courses of study which will educate them for another field. This is known as "counseling out".

There are many factors which must be considered in the selection of Student/Learners. Each must be weighed carefully in making final student selection, such as:

1. INTEREST - A person learns best and is most successful in that which he/she is most interested. This is one of the most important aspects to be considered. It is so important that it might, in some cases, overcome or outweigh weak areas.
2. APTITUDE - Certain occupations require special aptitudes or abilities, either manipulative or mental, depending on the occupation. Lack of these abilities would hinder a learner in these occupations.

3. ABILITY TO LEARN - Required in varying amounts based on different occupations. While mental ability is required in all occupations, care must be taken to assure that the student is not entering an occupation which is beyond his/her grasp. On the other hand, it is just as important not to under-place a student. Either of the two situations results in an unhappy frustrated student.
4. PERSONALITY - Statistics show that a large percentage of the people who lose their jobs are not successful, not because of incompetence on the job, but because of their inability to adjust themselves to the working situation and their associates. Personality traits must, therefore, be considered.
5. HEALTH STATUS - The coordinator owes to the prospective student and prospective employer, a consideration of the student's health and the physical requirements of the job. This applies to both the physical make-up of the student and his/her general health.
6. PAST ACHIEVEMENT - How a person has performed in the past, while not a consistently accurate forecast, is one indication of what he/she may do in the future.
7. FAMILY BACKGROUND - A person's family background is an integral part of his/her total character, personality and abilities. Thus, it has a bearing on his/her attitudes, interests, desires, ambitions and total philosophy of life.

STANDARDIZED TESTS

The coordinator should use any method at his/her command for determining the above-named factors about prospective students. One of the most widely accepted means of determining aptitudes, interests, mental abilities and personality traits is the use of standardized tests. They should be carefully selected and administered, and should be properly interpreted by a competent examiner. The guidance personnel in a majority of the schools are in an excellent position to help the teacher-coordinator in helping to select students to enter the program. These tests are not the only means by which the teacher-coordinator should judge the characteristics of the students.

PRE-ADMITTANCE STEPS

The step-by-step procedure for selecting a student for the program will vary with the situation and the coordinator's ideas and school policies but the procedure should follow a logical sequence.

1. The student who wants to be in the program will so indicate on his/her spring pre-registration schedule.
2. The guidance department and coordinator should then explain the operation of the Marketing Education Program to these students.

3. Next, the student should be given the opportunity to fill out an application form.
4. The Teacher/Coordinator should interview each prospective student individually.
5. After the interview, the Teacher/Coordinator may make the tentative enrollment selection.
6. Locate training stations and collect material for individual instruction.
7. The students interview with employers. (More than one student may be sent to each station, providing the employer opportunity to make his/her own employment selection.)

Note: The above procedures must be modified if school operates on "open enrollment".

INTERVIEW PROCEDURE

The interview should be structured to both provide and obtain information. The dual purpose includes helping to judge a student's fitness for the Marketing Education Program.

The success of interviews will depend largely upon the effectiveness of prior preparation.

1. ANALYZE STUDENT RECORDS - Arrange time to study permanent record cards of students. On that card a list of courses completed and courses taken during the current year should be noted. From this it is possible to determine if a student has time for the program, should such training be advisable and suitable for him/her. Verify the number of credits required for graduation in the high school, and find out the required subjects for graduation. (Guidance can help.)
2. SCHEDULE INTERVIEWS - Note which students would like to enroll, and reasons why other students are not interested. Arrange for a certain number of interviews with students in an appointed place each day, until all prospective students have been interviewed.
3. MAKE NECESSARY PHYSICAL ARRANGEMENTS - Find a quiet, private location so that student interviews can be conducted without disturbance.
4. ANALYZE APPLICATION - Some students show little interest in their academic studies, but do an excellent job in part-time work. Try to find out if the student wants to take Marketing Education merely because he/she thinks it is an easy course, or because he/she is sincerely interested in the training and experience. Explore references of any past employment.

5. EXPLAIN PROGRAM - Fully cover the following points:

- a. Nature of Marketing Education Program and its advantages
- b. One Marketing Education class period per day or other scheduling techniques
- c. Subjects covered in the classroom and program policies
- d. Aid in job placement
- e. Supervision on job by training sponsor
- f. Highlights of year's training
- g. Possibility of part- and full-time employment during the summer
- h. Pre-training for students taking summer jobs.

6. CAUTION - Never say to a student, "You can't take Marketing Education", or "You are not eligible", or "I don't want you in the course". This will make an aggressive student demand that you put him/her in the class.

TO "COUNSEL OUT"

The Marketing Education Program would be detrimental to a student, IF a student's:

1. Grades are too low and would be further hindered by working.
2. Has poor health.

It is then the Teacher/Coordinator's duty to "counsel out" the student. Make an appointment with the student for an interview. Analyze his/her record before the interview. Find out what the student likes to do. Try to carry out the following suggestions during the interview:

1. Be friendly and courteous. Ask the student to be seated and thank him/her for coming in or for being on time.
2. Mention the success the student has had in classwork, sports, dramatics, leadership, dress, etc. Almost everyone has had a fair chance in some endeavor.
3. Point out that people usually succeed in the things they like to do and like to do the things in which they are a success.
4. Tell the student that the program would limit the time he/she could spend on activities that would be more beneficial than Marketing Education.
5. Thank the student for coming.

All students who apply for admission into marketing education should be extended an interview unless they fail to appear as scheduled. It is very important to remember that all applicants must be treated equally and that the final selection of student-learners should be made after all applicants have been interviewed.

All information and records obtained as a part of the selection process should be retained for future reference. In the case of the students who are selected for the program, these records will provide information needed for placement and instructional planning.

SAMPLE #1

MARKETING EDUCATION PROGRAM
INTEREST QUESTIONNAIRE

Name _____

Address _____ Age _____

Are you working now? _____ Yes _____ No

If so, Name of Business _____

Location of Business _____

Telephone Number of Business _____

What type of work are you doing? _____

If you are not working, what type of business would you be interested in
working _____

What type of work would you be interested in doing? _____ Selling

_____ Stock _____ Service

Would you be interested in learning more about the Marketing Education program
in school where you attend school part of every day and then receive a portion
of your instruction through on-the-job experience in a retail or service
selling organization in the community? _____ Yes _____ No

SAMPLE #2

MARKETING EDUCATION PROGRAM
INTEREST QUESTIONNAIRE

Date _____

Name _____ School _____

Age _____ Date of Birth _____ Telephone # _____

Guardian's Name _____ Guardian's Occupation _____
(Last) (First)

Grade in school next year _____ Year of Graduation _____

Would you like to learn more about how to progress from where you are now to where you would like to go in your life's work? _____ Yes _____ No

Would you be interested in taking a course before graduation that would help you learn more about career opportunities in the world of marketing including a background of how business is operated in our economy? _____ Yes _____ No

The Marketing Education course will include many of the skills needed in your life's work, including how to find a job, how to apply for a job and how to keep a job. Would you be interested in talking with someone about enrolling in Marketing Education next year? _____ Yes _____ No

What have you thought you would like to do as a career after you graduate from high school? _____

What is your proposed schedule for next year?

Required

Electives

SAMPLE
MARKETING EDUCATION PROGRAM
INTERVIEW RECORD

Date _____

NAME _____ HOMEROOM NUMBER _____
 Last First Middle

ADDRESS _____ PHONE _____

INFORMATION FROM CUMULATIVE RECORD:

GRADES . . . AVERAGE LAST YEAR _____
 ATTENDANCE . . . NO. DAYS ABSENT _____

	Excellent	Good	Fair	Poor
Health				
Cooperation				
Initiative				
Alertness				
Dependability				
Attitude				

PHYSICAL CHARACTERISTICS:

	Excellent	Good	Fair	Poor
First impression				
Posture				
Voice				
Speech				
Grooming				
Poise				

CAREER OBJECTIVE _____

TYPE OF PLACEMENT _____

RECOMMENDED FOR MARKETING EDUCATION

YES

NO

COMMENTS:

SAMPLE

MARKETING EDUCATION PROGRAM
STUDENT APPLICATION

NAME _____ Date _____, 19____

ADDRESS _____ MALE _____ FEMALE _____

WEIGHT _____ HEIGHT _____ CONDITION OF HEALTH _____

DATE OF BIRTH _____ PHYSICAL HANDICAPS _____

HOME TELEPHONE NUMBER _____

TRAINING IN WHICH YOU ARE INTERESTED (Career Objective) _____

WORK EXPERIENCE _____

Are you employed at present? _____ Where? _____

Are you willing to work during the summer? _____ What hours? _____

Are you planning to attend summer school? _____

			Grades	
Subjects 1st Semester	Subjects 2nd Semester	1st Sem.		2nd Sem.
_____	_____	_____		_____
_____	_____	_____		_____
_____	_____	_____		_____
_____	_____	_____		_____
_____	_____	_____		_____

Are you a member of any other school organizations? _____ Please list: _____

What are your hobbies? _____

Guardians consent:

I am interested in having _____ enter the Marketing Education Program and will cooperate with the school and the training agency in training and guiding him/her toward success in his/her chosen career.

Signed _____

Parent or Guardian

DO NOT WRITE BELOW THIS LINE

Guidance Scores: _____

82

SAMPLE

MARKETING EDUCATION PROGRAM
APPLICATION FOR ADMITTANCE

NAME _____ SOCIAL SECURITY NO. _____

AGE _____ DATE OF BIRTH _____ TELEPHONE NO. _____

ADDRESS _____

DRIVERS LICENSE? _____ ACCESS TO CAR? _____ INTERESTED IN SUMMER EMPLOYMENT? _____

PARENT OR GUARDIAN NAME _____ OCCUPATION _____

PARENT OR GUARDIAN ADDRESS _____

INDICATE TYPE OF EMPLOYMENT YOU PREFER: (List choices) (Bank, fashion,
automotive, restaurant, retail, advertising etc.)

FIRST CHOICE _____ SECOND CHOICE _____

REASON FOR ABOVE PREFERENCE _____

Do you attend school regularly? _____ Absences to date? _____ Tardies? _____

Major reason for absences: _____

Are you under a doctor's care? _____ Do you have any health problem that may
interfere with your regular attendance on a job? _____ If so, please explain

Have you ever worked? _____ Where? _____

Type of job _____

Are you currently employed? _____ Where? _____

Type of job _____

Do you intend to further your education after high school? _____

Type your present schedule of classes on the back of this form.

PLEASE ATTACH YOUR RESUME. Include as references names of three teachers who
can attest to the quality of your work.

TO THE STUDENT:

MARKETING EDUCATION provides an opportunity to be considered for employment in
the businesses in our area. When you enroll, you indicate that you are
sincerely interested in putting forth your best efforts to receive on-the-job
training. If you accept this responsibility, please sign in the space
provided.

Student/Learner

TO THE PARENT OR GUARDIAN:

DO YOU CONSENT TO YOUR DAUGHTER OR SON ENTERING THE MARKETING EDUCATION PROGRAM
and do you agree to cooperate with the school and the training agency in
making the training and education of the greatest possible benefit to your
daughter or son? If so, please indicate your support and approval with your
signature.

Date

Parent or Guardian

SAMPLE
MARKETING EDUCATION PROGRAM
SUGGESTED PERSONAL INTERVIEW QUESTIONS

1. Describe briefly the times that you have performed work for pay.
2. What is your grade average in school? Explain briefly your feeling towards "grades."
3. What, above all else, do you expect to get out of your schooling?
4. How would you define trust? respect? maturity?
5. What would you do with any money that you might earn while in Marketing Education?
6. Give three names of teachers who know you well that might act as references for you.
7. Briefly describe the purpose of Marketing Education here at our school.
8. Would you be available to work at any time? Describe any conflict you might have.
9. What do you expect to be doing five years from now?
10. What do you do for relaxation? Why do you want to work?
11. Give five events, situations, or circumstances that annoy you greatly and tell why they annoy you.

SAMPLE

MARKETING EDUCATION PROGRAM
STUDENT INTERVIEW FORM

1. Name _____ Social Security No. _____
2. Age _____ Sex _____ Year in School _____
3. Why do you want to be in the Marketing Education Program? _____

4. What do you plan to do after graduation? _____
5. What kind of training are you seeking? _____
6. What do you know about career fields in this area? _____
7. Have you discussed your career goals with your parents? _____
8. Have you discussed your career goals with your counselor? _____
9. Have you had any work experience? _____ If yes, doing what? _____
10. Do you intend to keep this job? _____
11. How much do/did you earn per hour? _____
12. What do you like/dislike about the work experience? _____
13. What do you feel that you have to contribute to this program? _____
14. Do you have any physical weakness or handicap? _____
15. What subjects do you like best? _____
least? _____
16. Are you active in any school clubs? _____ If yes, list them on the back.
17. Are you planning to participate in any school activities like band, sports, drama, or debate? _____
18. Will this interfere with your training hours? _____
19. Do you have a good record of attendance and discipline? _____
20. What wage per hour would you expect to receive? _____
21. All Marketing Education students are expected to join DECA. Dues are \$ _____
Does this present a problem? _____
22. There are certain expenses involved in addition to your chapter dues (banquet, district, state, regional and national). Are you willing to fulfill your obligations? _____
23. Why do you feel that you should be in our Marketing Education Program? _____

Disposition recommended to Teacher/Coordinator _____

SAMPLE
MARKETING EDUCATION PROGRAM
STUDENT INTERVIEW RATING SHEET

Name _____ Age _____ Date _____

QUALITIES TO BE RATED	EXCELLENT	GOOD	FAIR	POOR
! Personal appearance and grooming	!	!	!	!
! General knowledge of the world of work	!	!	!	!
! Personality and manners	!	!	!	!
! Speech, voice, and conversational ability	!	!	!	!
! Attitude	!	!	!	!
! Enthusiasm or interest	!	!	!	!
! Initiative or interest	!	!	!	!
! Maturity and poise	!	!	!	!
! Reasoning and judgment	!	!	!	!
! Sincerity	!	!	!	!
! Tone of the interview	!	!	!	!
! Nature of attendance	!	!	!	!
! Nature of grades	!	!	!	!

COMMENTS OF INTERVIEWER:

(Reference form used only by Marketing Education Teacher/Coordinator)

Interviewed by _____

THE TRAINING STATION

Definition

The cooperative plan is based on the premise that the world of work has the capacity to provide educational experiences on the job which will reinforce and supplement the in-school instruction. The educational institution must ensure that quality controls are built in which assure parents, the administration and others, that training stations are accorded sufficient school supervision to warrant the conclusion that the students are progressing toward their career goals and are benefitting from the welding together of their in-school instruction and their on-the-job laboratory practice.

The first task for Marketing Education Teacher/Coordinators is to select and develop training stations appropriate to each student-learner's needs.

To develop a training station, the coordinator must:

1. Determine the student learning goals.
2. Decide which type of training station is needed.
3. Develop (find or create) such a situation with a minimal investment of resources.

On-the-job development is an aggressive, not a passive, function. Coordinators must distinguish it from the mere matching of trainee with existing part-time jobs. Certainly it is far more than the filling of an employer request for "someone to work part-time". Effective programs cannot exist with so-called "desk coordinators" who are "telephone order-takers", accepting employer requests at the convenience of the employers and fitting students to those requirements.

The essence of the cooperative plan of instruction is the sharing of the teaching-learning responsibility between the professionally trained individual in the school laboratory and the occupationally proficient individuals in the work laboratory.

Correlation must be of such priority that Marketing Education Teacher/Coordinators make it a behavior demonstrated at every opportunity. They begin when they encourage their students to become involved in the planning and management of the learning situation. Information related to the establishment and maintenance of training stations is provided in the next section of this handbook.

IDENTIFICATION

The training station is a business or industry in the community where the student participates in on-the-job activities. While most of the identification and selection occurs in the beginning of the school year, the Marketing Education Teacher/Coordinator will need to include both steps throughout the school year as businesses and industries change their employment needs. Not all businesses or industries are appropriate training stations and not all employers make good training sponsors. The Teacher/Coordinator must evaluate potential training stations to make certain they are compatible with students needs, interest and abilities. Identification of training stations begins with a community survey.

The selection process requires well defined criteria and important considerations which follow.

Important Points to Consider in the Identification and Selection of Training Stations

1. A well-planned and systematic method for selecting training stations is being used.
2. The advisory committee is involved in the selection and approval of training stations.
3. The Teacher/Coordinator evaluates businesses and industries being considered as potential student training stations.
4. The employers have an interest in training the student.
5. The training stations have a good reputation and are accepted by the community as reliable, respected firms.
6. The training stations provide opportunities for well-organized and varied learning situations that help students progress toward better skills and knowledge based on student's career goal.
7. Employers are thoroughly informed concerning the purposes of the cooperative work experience phase of the marketing education program.
8. The employer agrees to provide the student learner with adequate supervision.
9. All employers have agreed to participate in the cooperative marketing education program.
10. The employers pay the student in conformity with federal and state laws and regulations.
11. The employers offer opportunities for advancement.
12. The employer-supervisor is trained in cooperative education procedures.
13. Training stations are located near the school students attend and accessible by public transportation or automobile.
14. Employers allow Teacher/Coordinator to observe students at work.
15. Evaluations of student performance and progress are conducted by the on-the-job trainer as well as the Teacher/Coordinator.
16. The training station has safe and healthy working conditions.
17. The employer has a copy of the training agreement and training plan and uses the plan appropriately.
18. The employer is aware and tries to meet the minimum number of work hours required by the student.
19. The training station has a good reputation in the community.

THE OCCUPATIONAL CLUSTERS

Apparel and Accessories Marketing

- Fashion merchandising
- Jewelry marketing
- Footwear marketing

marketing

Business & Personal Services

Marketing

- Advertising
- marketing
- Display
- Marketing research
- Management of business or personal services enterprises
- Marketing of business or personal services

Entrepreneurship

- Small business ownership

Floristry, Farm and Garden

Supplies Marketing

- Floristry
- Farm and garden supplies marketing

Financial Services Marketing

- Banking
- Credit
- Credit Union
- Savings and Loan
- Securities and commodities

Food Marketing

- Convenience store marketing
- Supermarket marketing
- Specialty foods marketing
- Wholesale food marketing

General Marketing

- Retailing
- Wholesaling
- Sales
- Market management
- Industrial sales
- Purchasing
- International marketing

Home and Office Products Marketing

- Hardware marketing
- Building materials marketing
- Furniture marketing
- Floor coverings and draperies

- Appliance marketing
- Specialty home furnishing marketing
- Office products and equipment

Hospitality and Recreation Marketing

- Marketing of hotel/motel services
- Hotel/motel management
- Resort management
- Restaurant marketing and management
- Recreational products marketing
- Management of recreational enterprises
- Marketing of recreational services

Insurance Marketing

- Accident and health marketing
- Life insurance marketing
- Property and casualty insurance

Real Estate Marketing

- Residential property marketing
- Commercial property marketing
- Property management

Transportation and Travel Marketing

- Freight transportation marketing
- Passenger transportation marketing
- Tourism
- Travel services marketing
- Warehousing

Vehicles and Petroleum Marketing

- Automotive vehicles and accessories marketing
- Agricultural implements and machinery marketing
- Recreational vehicles and accessories marketing
- Vehicle rental and leasing
- Service station retailing
- Petroleum wholesaling

LOCATING SUITABLE TRAINING STATIONS

1. Previously established training stations.
2. Former Marketing Education students.
3. Efforts of Advisory Committee Members.
4. Students, faculty, counselors, school administrators referrals.
5. Yellow pages of telephone directory.
6. Community surveys.
7. Community organizations, e.g., Chamber of Commerce-
Department of Labor.
8. City directory.
9. Cold canvassing.
10. Newspaper want ads.

QUESTIONS FOR QUALIFYING TRAINING STATIONS

1. Does the potential employer understand and accept the purposes and aims of the cooperative training plan?

Positive factors:

- a. Willingness to cooperate in the total educational program.
- b. Willing to supervise and train student according to the plan.
- c. Willing to describe career advancement opportunities within the business.
- d. Willing to share training and trade-related materials.
- e. Willing to work with you in evaluating student performance.

Negative factors:

- a. The person wants only inexpensive, part-time labor.
- b. Wants to use the student only when there is a need.
- c. Work is mostly late hours and weekends.
- d. Does not plan progression of job duties or supervise the student.
- e. Offers little or no opportunity for job advancement after graduation.
- f. Does not have time for close work with coordinator.
- g. Is not interested in working with the school to help educate the individual.
- h. Is generally negative about a training plan.

2. What is the attitude in working closely with the school and the coordinator for a well-rounded and complete curriculum?

Positive factors:

- a. Wants student to participate in school activities.
- b. Feels school attendance is as important as work attendance.
- c. Is interested in the student's grades and progress in school.
- d. Sees the need to develop and follow a training plan.
- e. Is interested in serving as a judge in DECA competitive events or other extracurricular activities.

Negative factors:

- a. Will not specify definite working hours--will use the student late night and all day on Saturdays and Sundays.
- b. Will not commit to a full year's employment.
- c. Is not concerned with school attendance or grades.
- d. Is not interested in cooperating with DECA or other school-related activities.
- e. Does not want the school to interfere with work schedules.
- f. Does not understand the difference between the student as a trainee and as a part-time employee.

3. What are the opportunities and range of tasks that can be expected for the student?

Positive factors:

- a. Many different jobs that use a wide variety of talents and skills.
- b. Interested in providing job rotation for well-rounded training.

- c. Fellow employees will be cooperative and give a good training atmosphere.
- d. Student will be encouraged to learn and motivated to advance.
- e. Student will have a regular sponsor or on-the-job instructor.
- f. Student can expect to be given decision-making opportunities as training advances and as student shows competence.
- g. General knowledge and skills gained here can be easily transferred to other marketing occupations and job clusters.

Negative factors:

- a. Jobs and tasks are very limited; no planned rotation or progression.
- b. Fellow employees are not a positive, wholesome training environment; they resent younger employees.
- c. Student will be largely unsupervised.
- d. No opportunity to advance later on or be promoted to decision-making levels.
- e. Skills and tasks so limited that they will not be easily transferred; a highly specialized skill, but limited opportunity elsewhere. (Example: student's major job is to operate sign-making machine.)

- 4. Are the equipment, fixtures and general working conditions modern, up to date, clean and conducive to good training?

Positive factors:

- a. Latest state-of-the-art technology in equipment. (Examples: data terminals, computers, microprocessors, telecommunications systems, automated recordkeeping.)
- b. Modern fixtures and visual merchandising techniques.
- c. Good working environment conducive to high employee morale.
- d. Atmosphere generally wholesome and clean.

Negative factors:

- a. Antiquated cash registers, recordkeeping and inventory systems.
- b. Old, junky fixtures; run-down, dirty, unkempt store appearance.
- c. Poor lighting; poorly ventilated building; could be a fire hazard.
- d. Generally poor working conditions--not conducive to good training or high employee morale.

MAINTAINING POSITIVE WORKING RELATIONSHIPS

Following selection of training stations, the Teacher/Coordinator has an increasingly important role in maintaining positive working relationships with employers and student supervisors. The teacher/coordinator must follow effective public relation techniques (see Public Relations Section) and provide a system of quality contacts which will benefit the student, the employers, the teacher/coordinator and the cooperative education program. The successful marketing education program requires a unity and dedication to program goals from all persons involved. The following is a list of important considerations for maintaining a successful cooperative education phase of a marketing education program:

Important Points to Consider

1. Set up an orientation session, either individual or group, with the employers/supervisors/trainers to explain the cooperative education plan of instruction.
2. Follow-up initial orientation with training development sessions as needed by the employers or trainers.
3. Develop an on-site visitation plan to visit the station in order to:
 - a. learn about the specific operations of the business or industry.
 - b. exchange student progress with the student, and with the employer/trainer.
 - c. build relationships with employer/trainer.
 - d. discover any related classroom training needed by the student.
 - e. modify student training plan as needed according to student and employers needs.
 - f. arrange for special meeting to discuss special problems.
4. Develop a student training plan which addresses the scheduling needs of the industry or business. Involve the employer/trainer in writing of the plan.
5. Reinforce to the employer the program's goal: "preparing students for success in the world of work".
6. Take employers out to lunch or away from the work site in order to discuss program development. Seek employer's advice.
7. Establish sincere trusting relationships with employers while practicing public relation techniques.
8. Develop an annual public program of appreciation for all marketing education employers/trainers.
9. Have student write thank you letters to employers/trainers.
10. Include time to have conferences with parents or make visits to gain parental support for the program and for student performance.
11. Meet with other coordinators for sharing and discussion time.
12. Coordinate with other Teacher/Coordinators the meeting time with employers which saves employer's time and prevents a drain on employer's schedule and energy.
13. Meet with employer when student terminates training in order to promote a continuation of the work site for other students.

THE TRAINING PLAN AND TRAINING AGREEMENT

THE TRAINING PLAN

Within one week of the student's placement on the job in the training station, the Teacher/Coordinator should meet with the training sponsor to work out a training plan that meets the requirements of the program.

To be enrolled in the program, a student must work a minimum of 10 to 15 hours each week, exclusive of Saturdays and Sundays. The local school district must determine if it will use the 10 hour or 15 hour minimum rule.

The usual probationary period for student and employer is 30 days. If either the student or the employer believes this agreement cannot be carried out for the period of one school year, the cooperative arrangement should be terminated. Approval signatures at the bottom are vital. Make certain the student, parents or guardian, and training sponsor sign all copies. Rubber stamps of company names are not legal signatures. If a stamp is used, it should be countersigned by the training sponsor. The Teacher-Coordinator should also sign and not use a stamped facsimile of a signature.

The plan must be prepared jointly by the coordinator and the training sponsor. Go over the plan carefully with the sponsor and explain what each step means. Normally, the essential elements specified are the responsibility of the school - with the assistance of the work station. The competencies and occupational experiences are provided by the training sponsor - with the assistance of the related classroom.

Be aware of certain duties or tasks that may be classified as "hazardous". Any person under the age of 18 is protected by law from working in certain areas or on certain jobs that are considered dangerous. In Marketing Education occupations, this involves working around any kind of machinery or mechanical equipment that might be hazardous. For example, if a student works in a retail/wholesale auto parts house, he or she cannot work around machine shop equipment; neither can that person operate a delivery vehicle or serve as a helper on that vehicle. This same restriction would apply to department stores or appliances stores where a student might help deliver and install electromechanical or electronics devices.

In a warehouse, a student under 18 could not operate a forklift truck or similar electric-powered motorized equipment, including power hoists and cranes. Most employers are aware of the rules, but you should check when developing a training plan. The place of business can be heavily fined, and you could lose a training station. (Refer to Public Law 75-16, Public Law 87-195 Minors and Hazardous Tasks)

You will discover that you need a certain amount of skill and expertise in helping plan the student's program of work experiences. Many employers will list only one or two duties. For example, one may say "Harry will be working in the men's department - just selling and some stock work". In such cases, you must lead or suggest additional experiences that the student might be permitted to do. You must make the sponsor aware that this is a training situation and that the more experiences permitted, the better prepared the students will be for later full-time employment. Above all, the employer must not think of the student as just another part-time employee whose main function is to fit into the situation. The student is not an "extra" or "part-timer" on a convenience or on-call schedule. Hours should be fairly regular throughout the weekdays. It is desirable for the student to work each school day. Discourage any training situation that uses the student only on weekends, or exclusively after 6:00 p.m. in the evenings.

You may also find some employers hesitant about signing a training plan that states that some of the essential elements or additional experiences will be provided on the job. The training plan is not a contract. It has no legal validity except to the school. The plan is a mutual agreement that provides reasonable work experiences for the student during a specified length of time. It is not legally binding on the employer in education. It does, however, make the sponsor a partner in the student's educational process. It is permissible for the school to use the place of business as a training laboratory for the student.

The Teacher/Coordinator of the Marketing Education Program has the responsibility of completely informing the training sponsor of his or her obligations and role in the Marketing Education Cooperative Work Education Program.

The Teacher/Coordinator's part in completing the plan involves listing the related instruction and assignments. It takes more time than anything else on the plan because you must list the title of the reference, and either assignment numbers, chapter numbers or page numbers within that reference. Once you have developed a detailed plan for a particular occupation, it is used as a guide for other, similar plans in like occupations. However, not all students are the same, and not all training stations are alike. Some adjustments must be made on each plan.

The completed, signed plan is returned to the coordinator. One copy is given to the employer, and one is retained by the coordinator as part of the student's permanent record file. It is suggested that the training plan be placed inside the student's competency profile.

THE TRAINING AGREEMENT

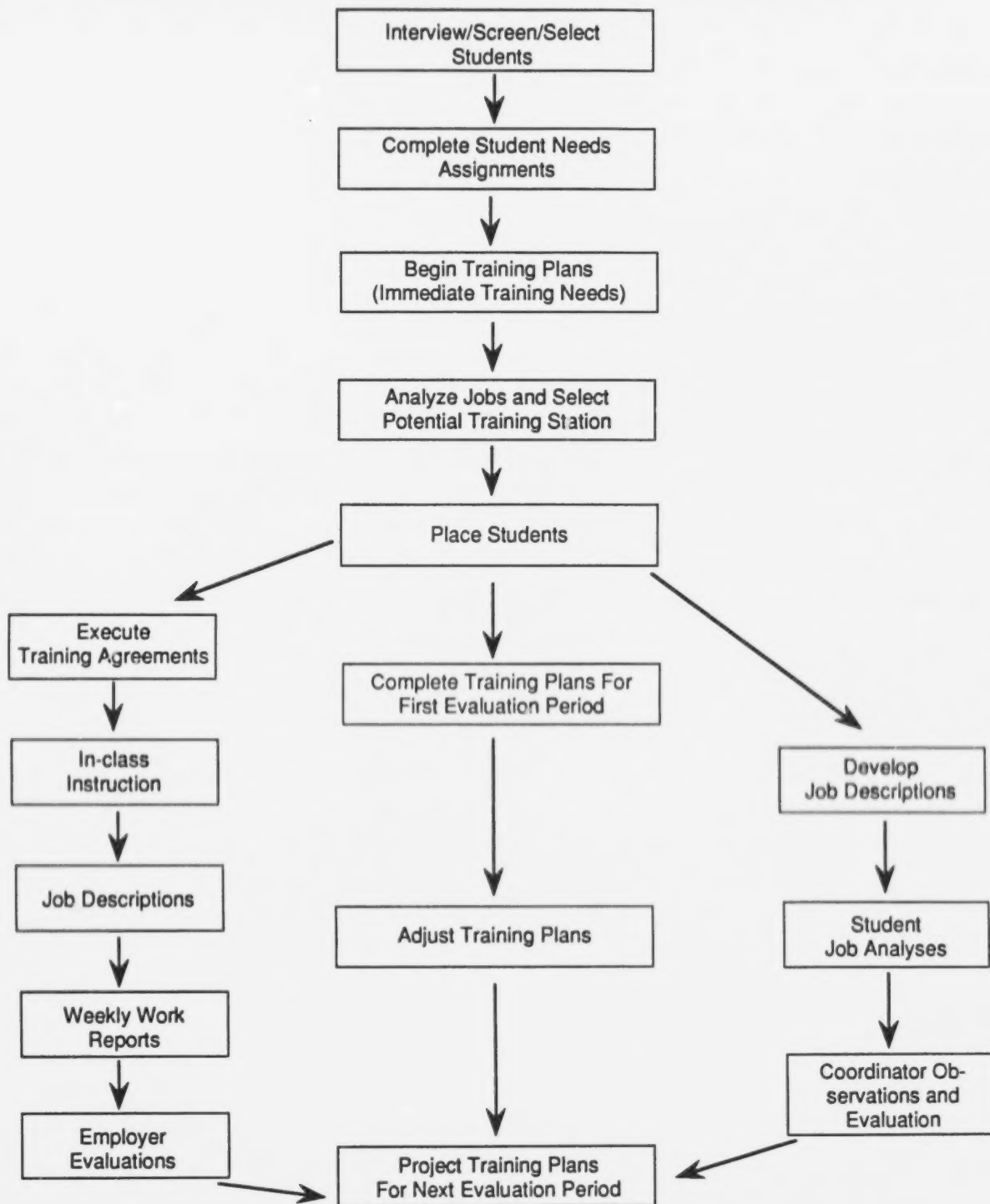
A training agreement states the conditions and understandings which participants agree upon when participating in a marketing program using the cooperative method. The training agreement is a written statement which is expected of each of the parties involved--the employer, the training sponsor, the student, the parent and the Teacher/Coordinator. Other parties who could be included are school administrators and advisory committee members. The training agreement is an essential and businesslike way of coming to an agreement on the responsibilities of the individuals concerned. The training agreement should be signed by each of the parties mentioned and a copy should be given to each of them at the time the student is employed.

The value of training plans may be summed up in the following manner:

1. Training plans correlate classroom learning with the on-the-job instruction. A major objective of a training plan is to organize the instruction into a step-by-step sequence which assists a student in achieving his/her occupational goal and provides direction for the training sponsor.
2. Training plans establish criteria for training station selection. When training plans are made or adapted for each student and each training station, the on-the-job instruction requirements can be analyzed and planned. Through this process the student-trainees and training stations can be matched to meet the needs and requirements of employers as well as the student-learners.
3. Training plans help the Teacher/Coordinator keep up-to-date. As the Teacher/Coordinator directs the development of the training plan, he/she has a chance to update and review his/her own occupational knowledge concerning the area of training and keep up with many of the experiences which should be included in the student's training program.
4. Training plans serve as a guide for the instruction of the student-learner. The training plans give the Teacher/Coordinator a guide from which to determine what the students can do and what their performance should be in order to reach their occupational goals both in school and on the job.
5. Training plans serve as a guide for program evaluation. During the school year, the Teacher/Coordinator should periodically evaluate each student and training station to assure the goals and objectives of the program and the student-learner are being met. The training assignments and related assignments in a training plan can be used for an overall evaluation of a student's program.
6. Training plans provide and assure the employer a responsibility in planning the training experience. When an employer helps develop a training plan, he/she realizes its function in the learning process and assumes more responsibility for implementing the on-the-job activities.
7. Training plans help the employer to realize that cooperative education is a planned training program. When a training plan is cooperatively written, employers have an input and, hopefully, realize that cooperative education is an organized program leading to the student-learner's occupational goal and adjusted to the employer's patterns and skill requirements.
8. Training plans help identify the goals of the student. A training plan should reflect the goals of the student and should be written for each individual student. When training plans are being prepared, the student should have a chance to express his/her desires and interests as they relate to this training station, and his/her career objectives.

9. Training plans provide a tool for the student to evaluate his/her own progress. The student can compare his/her progress with the experiences outlined in the training plan in order to see how well he/she is progressing toward the successful fulfillment of his/her original occupational goals. Remember, the purpose of the training plan is to organize the instruction and to correlate classroom learning and on-the-job training. The Teacher/Coordinator, the employer, the training sponsor and the student together determine the specific learning experiences to be provided on-the-job and the specific related classroom instruction.

SAMPLE
FLOWCHART FOR TRAINING PLAN AS DEVELOPED
BY MARKETING EDUCATION TEACHER-COORDINATOR



EVALUATING THE TRAINING STATION EXPERIENCE

Marketing Education Teacher/Coordinators have the task of measuring student performance that is quite unlike that faced by their teaching colleagues. Their unique evaluation problem is that of measuring performance (achievement) in the occupational (on-the-job) laboratory. Not only must they measure progress, because their purpose is to help student-learners advance toward their career objectives, but they must also measure performance in order to determine grades for the student-learners when they are receiving credit for their laboratory experience.

Marketing Education Teacher/Coordinators use several methods for measuring student achievement at the training stations: rating sheets for each school grading period, the step-by-step training plan, the training profile, discussions with the job sponsor and observations of the trainees during visitations and impressions gained in the classroom as the students use (or do not use) job knowledge in classroom discussions and activities.

Communication with employers and training station supervisors is extremely critical to the success of cooperative education experiences.

EVALUATION OF TRAINING STATIONS

It is advisable to review existing training stations annually and to establish new training stations. The composition of the group of student-employees in a given program will vary from year to year, necessitating perhaps a change in the variety of training stations available. A certain training station which has been used may no longer be available for any number of reasons. Business conditions may have changed so the utilization of a student-learner can no longer be justified, or the firm may no longer exist. In a certain instance, a job supervisor may have moved, and a suitable person to handle student-learners cannot be found.

Every training station should be reviewed at the end of the school year by comparing the training plan which was established at the beginning of the year with the end-of-the-year report on what actually transpired.

SAMPLE I

MARKETING EDUCATION COOPERATIVE WORK EDUCATION PROGRAM

Employer's Semester Progress Report

Date _____

Student _____ Training Agency _____

Directions: Your evaluation of this student-trainee is needed in order to help the individual become a more efficient employee. The work experience provided is part of the school's instructional program and your rating is used in determining final grades. Please consider each category carefully and check () that statement or statements which you think most applicable.

Cooperation

- () Very cooperative
- () Usually cooperative
- () Helps only when requested
- () Does not work well with others

Initiative

- () Displays to a high degree
- () Occasionally goes ahead on own
- () Performs regular duties only
- () Weak in performing regular duties

Attitudes

- () Very enthusiastic
- () Shows interest generally
- () Shows interest in certain phases
- () Lacks interest in work

Quality of Work

- () Outstanding
- () Above average
- () Average
- () Poor

Appearance

- () Excellent
- () Usually neat and appropriate
- () Neglects appearance occasionally
- () Should improve

Reliability

- () Dependable
- () Usually dependable
- () Reliable in following directions
- () Careless in following directions

(NOTE) Check any of the negative or undesirable traits listed below that you think applies to this student-trainee.

- () Has too many visitors
- () Smokes excessively
- () Talks too much
- () Uses telephone for personal calls
- () Asks for time off too frequently
- () Is loud and boisterous

Do you have any objections if the coordinator wishes to discuss this report with the student-trainee? () Yes () No

Additional comments or suggestions _____

Rated by _____ Position _____

SAMPLE II

MARKETING EDUCATION COOPERATIVE WORK EDUCATION PROGRAM

Employer's Semester Progress Report

Date _____

Student _____ Training Agency _____

How well does this student-trainee meet your normal standard of performance?
☐ Very well ☐ Average ☐ Below Average

Is he/she showing evidence of satisfactory growth?
☐ Very well ☐ Satisfactory ☐ Unsatisfactory

How well does he/she respond to supervision?
☐ Very well ☐ Satisfactorily ☐ Unsatisfactorily

How cooperative is this employee with fellow workers?
☐ Very cooperative ☐ Fairly cooperative ☐ Shows little cooperation

How well do you think this employee represents your organization in public contacts?
☐ To a high degree ☐ To an average degree ☐ To a poor degree

Has his/her record of punctuality and regularity been satisfactory?
☐ Very satisfactory ☐ Satisfactory ☐ Needs attention

How well has he/she accepted responsibility and instructions?
☐ To a high degree ☐ To an average degree ☐ Needs attention

Has this student-trainee shown evidences of having constructive ideas pertaining to the work:
☐ To a high degree ☐ To an average degree ☐ Needs attention

How well does he/she meet your standards in personal grooming?
☐ To a high degree ☐ To an average degree ☐ Needs attention

My over-all rating of this student-trainee is:
☐ Superior ☐ Good ☐ Average
☐ Below average ☐ Unsatisfactory

I believe the following suggestions would prove helpful in improving the performance of this employee: _____

Do you have any objections if the coordinator wishes to discuss this report with the student-trainee? ☐ Yes ☐ No

Signed by _____ Position _____

SAMPLE

MARKETING EDUCATION COOPERATIVE WORK EDUCATION PROGRAM
STUDENT ENROLLMENT RECORD

School Year 19 - 19

Student _____ Sponsor _____
 Date of Birth _____ Age _____ Training Station _____
 Year in School _____ Address _____
 Parent _____ Phone _____
 Social Security No. _____ Visitation Time _____

DAILY SCHEDULE OF SCHOOL AND OF WORK

<u>Period</u>	<u>Class</u>	<u>Room</u>	<u>Teacher</u>
H.R.	_____	_____	_____
1st	_____	_____	_____
2nd	_____	_____	_____
3rd	_____	_____	_____
4th	_____	_____	_____
5th	_____	_____	_____
6th	_____	_____	_____

Time leaving school: _____

Time at training station: Arriving _____ Leaving _____

Method of transportation to training station: _____

Special conditions: _____

REPORT CARD COPY

	1st	2nd	SEM	3rd	4th	SEM
Marketing Education	_____	_____	_____	_____	_____	_____
Cooperative Work Education	_____	_____	_____	_____	_____	_____

SAMPLE

MARKETING EDUCATION COOPERATIVE WORK EDUCATION INSTRUCTIONAL TRAINING PLAN

Name of Trainee Janet Williams Date Sept. 23, 19--

Name of School Midville High School

Trainee's Career Objective Grocery Store Management

Training Station Olson's IGA Foodliner, Checker Cashier

Training Sponsor (1) Mr. Ralph Olson (2) _____

Evaluation Scale

- | | |
|--------------------|----------------------|
| 1. No progress | 3. Adequate Progress |
| 2. Little Progress | 4. Advanced Progress |

Learning Experiences	Planned Date (Qtr)	Evaluation			
		1st Qtr	2d Qtr	3rd Qtr	4th Qtr
Record time of arrival, lunch breaks and time of departure.	1				
Place personal property in designated area	1				
Read notices and bulletin board.	1				
Note all sale items	1				
Note special events	1				
Note announcements of: policy change, special store hours, company par- ties, etc.	1				
Check personal appearance such as hair, tie, lipstick	1				
Prepare work area.	1				
Dust fixtures, merchan- dise, and work area.					
Clean up around register and wrapping counter.	1				
Obtain supplies and equip- ment needed such as sales- book, pencil, merchandise bags, wrapping supplies.	1				
Greet customer cheerfully	1				

SAMPLE I

MARKETING EDUCATION COOPERATIVE WORK EDUCATION PROGRAM
TRAINING AGREEMENT

Student's Name _____ Birthday _____ Age _____
Student's Address _____ Phone _____
Student's Current Occupational Objective _____
Name of School _____ System _____
Name of Training Station _____ Phone _____
Address of Training Station _____
Name and Job Title of Training Sponsor _____
Date Training Period Begins _____ Ends _____

This training agreement briefly outlines the responsibilities of the STUDENT, PARENTS, EMPLOYER and the TEACHER/COORDINATOR. The Instructional/Training Plan and consists of tasks and competencies for the specific student's occupational objective and should be attached to this Training Agreement.

PARENTS OR GUARDIAN

1. The parents approve and agree that the Student/Learner may participate in the Marketing Education Cooperative Work Education Program at the training station listed above.
2. The parents will encourage the Student/Learner to effectively carry out his/her duties and responsibilities both in the classroom and on-the-job.
3. The parents will be responsible for the conduct of their student.

STUDENTS

1. The Student/Learner will comply with the rules and regulations of the training station.
2. The Student/Learner is expected to observe the same regulations which apply to other employees of the firm.
3. The Student/Learner is expected to adhere to all policies and regulations as set forth by school administration and the program coordinator.

TEACHER/COORDINATOR

1. Classroom instruction will be closely correlated with on-the-job training, the ultimate objective being preparation of the Student/Learner for his/her chosen occupational objective.
2. The student's employment may be terminated by the Teacher/Coordinator and employer when it serves the best interest of the Student/Learner.
3. The Teacher/Coordinator will cooperate with the training station in an effort to plan classroom instruction which will correlate with the training plan prepared for the individual Student/Learner.
4. The Teacher/Coordinator will visit training stations once or more during each grading period to observe and evaluate Student/Learner's progress.

EMPLOYER

1. The employer recognizes that the above named Student/Learner is enrolled in a cooperative education program designed to prepare him/her for a career in _____
2. The employer will provide supervision and instruction in each of the applicable tasks listed on Section II of this document in order to assist the Student/Learner in acquiring those competencies necessary for success in his/her chosen occupational objective.
3. Student-Learner progress and advancement will be evaluated periodically by the employer or training sponsor.
4. The employer does not discriminate on grounds of race, color, handicap, sex, religion, creed, national origin or age.
5. The employer will adhere to wage-and-hour, child labor and all other Federal, State and local laws pertaining to employment of a Student/Learner.

(Parent or Guardian)

(Employer)

(Student)

(Teacher/Coordinator)

(School Administrator)

(Date)

SAMPLE II

MARKETING EDUCATION COOPERATIVE WORK EDUCATION PROGRAM
TRAINING AGREEMENT

The _____ will permit _____ Address _____
(Training Agency) (Student)
_____ Telephone _____ Soc. Sec. No. _____
Birthdate _____ to be employed in their business for the purpose of gaining
practical knowledge and experience in the occupation of _____
from _____ to _____.
(Beginning Date) (Ending Date)
The student's work schedule will normally be from _____ to
_____ on S M T W TH F SAT. (Circle appropriate days) or on
variable hours of _____.
The training will be provided in accordance with the following conditions:

THE EMPLOYER AGREES TO:

1. Employ the student for an average of _____ hours per week and pay the student the same rate as any other beginning employee in the same job. The rate of pay will be \$_____.
2. Provide training for the student in accordance with the Training Plan.
3. Work with the Teacher/Coordinator to ensure the best possible training.
4. Evaluate the student's performance on a regular basis.
5. Consult with the Teacher/Coordinator if dismissal or layoff is anticipated; conferences should be held to avoid dismissal.
6. Adhere to all Federal and State regulations regarding employment, workmen's compensation, child labor laws, minimum wages and other applicable regulations.

THE STUDENT AGREES TO:

1. Work for the employer in order to receive supervised training and experience.
2. Demonstrate an interest in the job and cooperate with all persons involved in the training.
3. Adhere to all rules and regulations of the business and act in an ethical manner.
4. Attend classes each school day as a prerequisite to work unless prior arrangements have been made with the employer and the Teacher/Coordinator.
5. Inform the employer and Teacher/Coordinator in the event an illness or emergency prevents attendance.
6. Maintain record of total hours worked and total pay received plus any other record required by the Teacher/Coordinator.

THE PARENT/GUARDIAN AGREES TO:

1. Share responsibility for school and job attendance.
2. Provide a means of transportation for the student that will assure promptness and good attendance on the job.
3. Ensure that the student does not assume additional employment while participating in this program.
4. Encourage the student to succeed in school work and job performance.

Marketing Education Cooperative Work Education Training Agreement (cont.)

GENERAL POLICIES:

1. Regular conference will be held by the training sponsor, student and Teacher/Coordinator to discuss the student's progress on the job.
2. The Teacher/Coordinator will offer related instruction in school and coordinate the school activities and on-the-job training.
3. The coordinator and/or employer reserve the right to withdraw the student from work under the following conditions:
 - a. The student is no longer enrolled in the Marketing Education Program.
 - b. The student's attendance, performance or grades are unsatisfactory.
 - c. The policies or rules of the employer or the Marketing Education Program are abused by the student.
 - d. The training plan is not being followed.
4. "It shall be agreed that parties participating in this program will not discriminate in employment opportunities on the basis of race, color, sex, national origin, or handicap."

DATE _____

STUDENT _____

EMPLOYER _____

PARENT/GUARDIAN _____

TEACHER/COORDINATOR _____

SAMPLE
MARKETING EDUCATION COOPERATIVE WORK EDUCATION
INSTRUCTIONAL TRAINING PLAN

Name of Trainee Janet Williams Date Sept. 23, 19--
 Name of School Midville High School
 Trainee's Career Objective Grocery Store Management
 Training Station Olson's IGA Foodliner, Checker Cashier
 Training Sponsor (1) Mr. Ralph Olson (2) _____

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		1st Qtr	2d Qtr	3rd Qtr	4th Qtr
Record time of arrival, lunch breaks and time of departure.	1				
Place personal property in designated area	1				
Read notices and bulletin board.	1				
Note all sale items	1				
Note special events	1				
Note announcements of: policy change, special store hours, company par- ties, etc.	1				
Check personal appearance such as hair, tie, lipstick	1				
Prepare work area.	1				
Dust fixtures, merchan- dise, and work area.					
Clean up around register and wrapping counter.	1				
Obtain supplies and equip- ment needed such as sales- book, pencil, merchandise bags, wrapping supplies.	1				
Greet customer cheerfully	1				

Learning Experiences	Planned Date (Qtr)	Evaluation			
		1st Qtr	2d Qtr	3rd Qtr	4th Qtr
Place merchandise on counter.					
Arrange items according to store policy.					
Be especially careful of break-able and easily damaged items, i.e., eggs, bottles, tomatoes, fresh fruits, etc.	1				
Start conveyor.	1				
Advise customer on spec promotional merchandise.	1				
Ring up order.	1				
State out loud the amount of each item.	1				
Punch amount of each item into the cash register.	1				
Subtotal taxables	1				
Add.	1				
Total order.	1				
State out loud the total amount of the order.	1				
Follow proper change making procedures.	1				
Accept checks and approve according to company policy.	1				
If used, give premium stamps to customer.	1				
Collect and record coupons.	1				
Thank customer.	1				
Report any improper markings or illegible stampings on merchandise.	1				
When carry-out boy is not available, put customer's merchandise into proper sized bags.	1				
Maintain knowledge of store layout to direct customers.	1				
Put empty bottles into proper racks.	1				
Learn duties of head cashier.	3				
Cash checks for individuals.	3				
Read registers.	3				
Check register tapes in case of discrepancy.	3				
Make up a payroll	4				
Train new checkers	4				

SAMPLE

TITLE IX AGREEMENT

(letter and form to be sent to employer)

DATE

Employer's Name and Address

Dear _____:

We have been notified by the State Department of Education that Title IX of the Education Amendments of 1972 must be applied to all federally-funded educational programs.

Since Marketing Education receives federal funds and since you are currently employing a trainee enrolled in Marketing Education Cooperative Work Education Program, I am requesting that you acknowledge your willingness to assure that all employees not be discriminated against on the basis of sex in hiring and placement.

Please read and sign the statement below and return it to me as soon as possible. I sincerely appreciate your cooperation in this matter.

Sincerely yours,

Marketing Education
Teacher/Coordinator

Title IX of the Education Amendments of 1972, as amended by Public Law 93-568 and effective July 21, 1975, prohibits discrimination based on sex in any education program or activity receiving Federal financial assistance.

The _____ Public Schools are committed to the mandates of Title IX.

Please sign below to indicate that you will abide by Title IX in the hiring and placement of our students.

Name of Firm or Company _____

Signature _____

Title or Position _____

Date _____

SAMPLE

MARKETING EDUCATION COOPERATIVE WORK EDUCATION PROGRAM
STUDENT WEEKLY WORK REPORT

Name _____ School _____

Training Station _____ Week Ending _____

Hours Worked	S	M	T	W	T	F	S	Total
--------------	---	---	---	---	---	---	---	-------

Hours Absent	S	M	T	W	T	F	S	Total
--------------	---	---	---	---	---	---	---	-------

Current Wage _____ x Total Hours Worked _____ = Gross Pay _____

Please answer the following questions as they apply to this past week's on-the-job experiences.

1.

2.

3.

_____ Date

_____ Student Signature

SAMPLE

MARKETING EDUCATION COOPERATIVE WORK EDUCATION
WORK REPORT QUESTIONS

What new jobs did you learn this week?

What phases of your work did you enjoy the most this week?

What helpful instructions did you receive that enabled you to do better on the job: (from supervisors, fellow-employees, customers, etc.)?

What job activity did you have this week in which you feel you could do better the next time it becomes your responsibility?

What remarks were made to you this week that caused you to feel that you were performing acceptably on the job?

Cite some interesting incident that happened in your place of business during this week: (This does not have to involve you.)

Do you have any information pertinent to your place of employment, or your job, that may be of importance to your coordinator at this time?

What classroom instruction or activity this past week was the most helpful, meaningful, or interesting?

What difficulty occurred, or, what mistake did you make on the job? What did you do to correct it?

Explain a human relations problem someone is having at work. Recommend a solution.

In what skill could you use help to perform your job better?

Describe the personality traits of your favorite co-worker or supervisor at work.

SAMPLE

MARKETING EDUCATION COOPERATIVE WORK EDUCATION
STUDENT-LEARNER DAILY WAGE-HOUR REPORT

Name _____ Training Station _____

Training Sponsor _____ Rate of Pay _____

Report for Month of _____ Occupation _____ CODE # _____

Day of Week	Day of Month	Hours Worked School Days	Hours Worked Other Days	Total Pay Received
	1			
	2			
	3			
	4			
	5			
	6			
	7			
	8			
	9			
	10			
	11			
	12			
	13			
	14			
	15			
	16			
	17			
	18			
	19			
	20			
	21			
	22			
	23			
	24			
	25			
	26			
	27			
	28			
	29			
	30			
	31			

TOTALS

Total Hours Worked This Month _____ Total Hours to Date _____

Total Wages Earned This Month \$ _____ Total Wages to Date \$ _____

Comments _____

SAMPLE

MARKETING EDUCATION COOPERATIVE WORK EDUCATION PROGRAM
END-OF-YEAR STUDENT EVALUATION

1. How did you learn about the _____
Marketing Education class?
2. How effective was the help you received in
selecting the class? low 1 2 3 4 5 high
Comments:
3. How adequate were your entry skills for
taking the class? low 1 2 3 4 5 high
Suggestions:
4. How would you rate the knowledge you have
gained about yourself after taking the class? low 1 2 3 4 5 high
Comments:
5. How realistically could you evaluate yourself? low 1 2 3 4 5 high
Comments:
6. Was relevant material provided in the class for
your career choice? low 1 2 3 4 5 high
Suggestions:
7. How adequate do you feel the instructor has been
in providing material, job placement and personal
guidance? low 1 2 3 4 5 high
Comments:
8. How well did your job experience provide a suitable
job and job satisfaction? low 1 2 3 4 5 high
Comments:
9. How appropriate was your employer's evaluation of
your work performance? low 1 2 3 4 5 high
Comments:

10. How appropriate was your instructor's
evaluation of your classroom performance?
Suggestions:

low 1 2 3 4 5 high

11. How do you estimate your progress in under-
standing the world of work as a result of the
class and work experience?
Comments:

low 1 2 3 4 5 high

12. How appropriate was your occupational choice?
Comments:

low 1 2 3 4 5 high

13. How well has the class met your expectations?
Comments:

low 1 2 3 4 5 high

14. How would you rank the class for other students
considering a career in marketing?
Suggestions:

low 1 2 3 4 5 high

ADDITIONAL COMMENTS:

EFFECTIVE COORDINATION PRACTICES

COORDINATION is the practice of correlating classroom instruction with on-the-job training experiences. The training station is a laboratory and is considered an extension of the school's classroom activities. In theory, the training station operates much like an academic laboratory in biology or physics. It is the place where students apply principles and theories to actual situations. The chief difference is that the training station provides actual work experiences in a real-life setting rather than a simulation.

COOPERATIVE WORK EDUCATION is a relationship between private enterprise and the public schools to produce a well-rounded curriculum in vocational education. Both enter into an agreement to provide training and experiences to students on an individual basis. This is the heart of the coordination phase of a Teacher/Coordinator's teaching duties. This person provides the key to an effective teaching-learning situation by the methods used and rapport established with the training sponsor.

A TRAINING STATION for the Marketing Education Cooperative Work Education Program is any bona-fide marketing business enterprise that is large enough and equipped to offer adequate training to a high school student. It is normally a retail, wholesale, or service business, but there are also marketing departments within manufacturing, industrial products marketers and many kinds of personal and business service firms that make ideal training stations.

The training station should meet several standards or criteria. It should be a wholesome place for a high school student, and employees and management should provide a high level of marketing experiences. The firm's management should be a willing partner with the school to provide opportunities for significant training -- not just part-time employment. The sponsoring organization should be informed of its true role in this cooperative endeavor, and the responsibilities it has in the education process. It should agree to provide a training sponsor for the student -- a supervisory employee or manager who takes overall training responsibility.

The Training Sponsor is the student's laboratory instructor. This person is normally the store owner or manager, a department manager, or a supervisor with training responsibility. This person helps develop the individual student's training plan and generally supervises the student's job-performance. He or she works with the Marketing Education Teacher/Coordinator to plan instructional needs related to work experiences. The training sponsor is an adjunct teacher, but the Marketing Education Teacher/Coordinator is the team leader and should not impose school duties on the sponsor.

The MARKETING EDUCATION STUDENT in the Cooperative Work Education Program is a FULL-TIME STUDENT in the school. He or she should NEVER be considered a part-time student and a full-time employee. The employment opportunity and resulting wages are extra benefits of the schooling. The student's loyalty should be to the school and his/her education, with an ethical responsibility to the job and the employer. The Marketing Education Teacher/Coordinator's first consideration is the student's educational welfare. If the employment is a detriment to the student's graduation, the Teacher/Coordinator must put the student's education first.

Marketing Education Cooperative Work Education students should be given clear-cut instructions that outline their role and responsibilities - to the school and the employer. They should have a clear understanding of the training station, the job, the training sponsor and how these elements support the classroom instruction. They should understand that attendance at work is the same as attendance at school - that going to work in the afternoons is still attendance in school, but reporting to a different classroom and instructor. The Marketing Education Teacher/Coordinator must establish the right relationship and rapport with Cooperative Work Education students from the beginning of their entrance into the Program, and repeat it often during their stay in the Program.

The TRAINING PLAN is a key document that makes the Cooperative Work Education Program work as an effective teaching method. The training plan serves several purposes. (1) It verifies that the student is placed in a bona-fide training station with identified work experiences. (2) It documents progression of experiences and justifies the additional school credits the student earns from the laboratory. (3) The plan certifies that the training falls within the scope of approved marketing occupations. (Advertising, Apparel and Accessories, Financial Services, as examples). (4) The plan serves as the basis for structuring the student's individualized program of work - an agreement between the training sponsor, the Teacher/Coordinator and student. (5) It documents that the program is providing the essential elements as required by the State guidelines. (6) It verifies that there is a correlation between the student's on-the-job work experiences and the instructional program in the classroom. (7) Last, it contains the approval signatures showing that all parties agree to the work experience arrangement, including the student's hours of work and beginning rate of pay.

THE COORDINATION VISIT

The major purpose of visits to a training station is to coordinate the individual student's job experiences with the classroom-related instruction. Visits should be made on a fairly regular basis, but there should be a definite reason for a visit. Employers are busy people and have a business to operate. Their major concern is always for the business operation. Time should never be taken for mere "drop-in" or social visits where there is no definite business to be transacted. If the purpose is to check on the student's job attendance, that can be done visually and may not involve a training sponsor contact.

One method of keeping coordination visits school/student-centered is to take along the training plan and other individual records. These may be in a file folder or notebook. A training plan can have marginal notes and other markings without destroying its effectiveness. However, it is better to use other paper or forms for making coordination remarks and notes for follow-up. Many teachers use a standard rating form for making a progress report.

Make the visit brief and businesslike. Insofar as possible, do not interrupt the student in his or her normal job duties. It is a good idea, however, for the student to see the Teacher/Coordinator in the place of business. Being seen has several positive effects: (1) The student makes a mental connection between school and work. (2) The student is more likely to take school and work attendance seriously. (3) The student becomes aware that Teacher/Coordinator takes the training situation seriously, and is there to assist the student. It is unwise to tell a student, "I'm in to check up on you." The Teacher/Coordinator is a teacher--not a monitor. Sometimes it is necessary to have a sponsor-student conference. When needed, work with the sponsor to set up the meeting and have a definite time and place to meet. It should be in private, and the student should know ahead of time that the conference is to be held. The student should also know that the purpose is positive and to assist the student. It should never be held in order to punish or chastise the student.

Possible reasons for a sponsor-student-teacher conference:

1. To help the student work through a problem on the job. Often, the student is hesitant to complain or talk to the sponsor but can be encouraged to do so in privacy and with the Teacher/Coordinator as a backup.
2. To correct a bad habit or breaking of company policy; to discuss the violation of a law or rule that could be serious unless corrected.
3. To encourage a student to do better work and take more responsibility.
4. To praise a student's work and offer an opportunity that exceeds the original training plan.
5. To discuss a possible transfer to a different department or another branch of the same company.
6. To get the student's viewpoint where a serious personality conflict with another supervisor or worker has arisen.
7. To aid a student's project that needs the sponsor's cooperation and assistance on the job.

OTHER PURPOSES OF COORDINATION

Normal coordination visits center around the student already placed on the job and in a fairly stable training environment. But there are other legitimate reasons for visiting with the training sponsor or visiting the place of business:

- To gather pertinent trade-related materials for classroom use.
- To find a placement for a student.
- To invite a training sponsor to speak to the class or a DECA professional meeting.
- To seek a sponsor's approval for the student to use store merchandise for a sales demonstration.
- To seek a sponsor's cooperation as a competitive events judge.
- To request forms or blank records to use in class as examples.
- To show newly acquired training materials in which the sponsor may be interested.
- To show curriculum materials that the student will be using in class.
- To volunteer assistance from the local DECA chapter on some store-related project or activity.

ETHICAL COORDINATION PRACTICES

Because the coordinator is in the business community daily, he or she has the opportunity to observe many practices and trends. The Marketing Education Teacher/Coordinator has the opportunity to see new merchandise, compare prices and qualities and work closely with store managers and sponsors. You have a professional responsibility not only to observe but also to maintain ethical standards of professional fairness.

- First, your student-teacher relationship should be private and never aired openly except with the student's sponsor on the job, and this only when necessary to assist the student. One student's problems should not be discussed with another student who is in the same training station.
- Second, you should never discuss merchandise, practices, prices, or one company's business with another company. Retailers especially are in a highly competitive business, and while you probably are not divulging trade secrets, any discussion of another firm's affairs could cast suspicion on you and your ethics.
- Third, never make a purchase while in a training station. Time provided for coordinator should never be used for private activities.
- Fourth, never openly shop one training station to compare prices and merchandise that you contemplate buying elsewhere. You are on official business and that does not include comparison shopping. Never discuss recent purchases with a competing firm who may have similar merchandise for sale.
- Fifth, never discuss school problems, policies, or school personalities with the business community. You have a dual loyalty--to the school as your employer, and to the business community because they are your partners in training. It places a greater-than-usual ethical responsibility on your shoulders.
- Sixth, never ask a training sponsor or business person to take sides in a school-related matter. Business people should not have to decide which program they need or to become involved in an inter-program battle over jobs, training stations, or policies. These are school problems--not sponsor problems.
- Seventh, never seek business support in school-related politics, such as school board elections or other political causes. You may alienate a good sponsor who disagrees with you politically.
- Eighth, never solicit funds, donations, merchandise, or other free materials for DECA activities or charitable causes. The business community is beset with such requests constantly from other groups. This practice damages your potential school-business-training relationship.
- Ninth, never use your position and relationship to seek special favors, terms, or discounts for merchandise or services.
- Tenth, offer your training services where feasible to a training sponsor. However, the acceptance of fees or honorariums should not be practiced. Also, you should not offer free training services if they conflict with adult courses being given by a local community college or similar institution.

SCHOOL STORE

The contents of this section are designed to give the teacher/coordinator an operational set of guidelines, to present an ORGANIZED activity to students, administration and community. Parts must be modified to meet unique areas of your student store operation and your individual situation. Modify and revise as needed, but develop and maintain an operational handbook and follow the guidelines! Your school store will be far more successful and your credibility will not suffer.

A. FUNCTION AND ROLE OF SCHOOL STORE

The Marketing Education program was designed as a four-part program consisting of classroom instruction, job training station, DECA and the school store lab. The school store lab is an important part of the curriculum, the main function of the store is to act as an educational lab where the concepts of the Marketing Education curriculum are put into practice.

The school store can also be used as a tool in supporting the activities of the DECA chapter by providing a source of funding. Beyond these two considerations, the store is a service to the student body and projects an image to potential students.

B. THE MARKETING STUDENT STORE AS A TOOL OF INSTRUCTION

1. Points that Lead to Good Training Through the School Store

- a. Selection of merchandise.
- b. Proper quantity.
- c. Inventories taken.
- d. Having several price ranges.
- e. Setting up departments---school supplies, athletics, etc.
- f. Letting students take on novelty lines. (Sometimes mistakes will be made and profitable learning situations come about as a result).

2. Basic Considerations for Using the School Store as an Instructional Tool

- a. The store should be coordinator-controlled and selections of merchandise should be geared to classroom instruction.
- b. Store layout is important. Your store should have plenty of storage space, but not so much that too much merchandise must be on hand in stock.
- c. Relationship to administration and faculty must be good. (If asked to supply things in store by faculty members, refer them to principal. This gives the principal the proper authority and the faculty members' requests are neither rejected nor accepted by the coordinator, but by administrator).

d. Coordinator's time

- 1) It should never become so big a project that it is too time consuming for the coordinator.
- 2) It should be used as a laboratory and a profit-making venture for the students.
- 3) Stipulate that work in the store is a requirement of the course. Some students have problems scheduling time. It is recommended by some coordinators that a time chart schedule be used.

e. A complete store organization should be formed with manager, buyers, etc. A schedule of staffing the store should be made and adhered to.

3. Partial List Showing the Adaptability of the School Store to the Marketing Education Course Outline

a. Orientation and Placement

What is expected of the student-employee?

Review past records of the store showing the large amount of money that passes through students' hands. Stress honesty, willingness to work and punctuality.

b. Retail Salesmanship

1) Approach

a) Attitude

Coordinator can closely observe the prerequisite of a smile and proper attitude toward the younger underclassman.

b) Merchandise Approach

This being a difficult transition, the store, as a laboratory, allows for close supervision and experimentation.

2) Suggestion Selling

- a) Increasing the average sale
- b) Selling related merchandise
- c) Selling in larger quantity

Through the coordinator's control of the inventory, simple problems of related selling and selling in larger quantity can be demonstrated.

C. SUGGESTED STUDENT STORE POLICIES AND PROCEDURES

POLICY #1 STORE HOURS AND EMPLOYEE WORK SCHEDULE

Option A. The store will be open following the time schedule posted. Actual work assignments are at the discretion of the store supervisor (instructor) and are posted by the store manager. Every employee is expected to know his or her next day's work schedule.

Work assignments will rotate to give every employee the broadest opportunity for training experiences.

Option B. The school store is open during the regular school year-- Monday through Friday at times chosen for the convenience of the student body and the staff. Store hours are as follows:
_____. Other times are arranged.

UNDER NO CIRCUMSTANCE IS ANYONE TO BE IN THE STORE AT ANY OTHER THAN THE REGULARLY SCHEDULED OR SPECIAL STORE HOURS, EXCEPT WHEN AUTHORIZED BY THE STORE SUPERVISOR.

POLICY #2. ABSENCE AND TARDINESS

Option A. All business organizations succeed or fail depending upon the quality of the organizational personnel and the degree of "teamwork" they display. When one member of the team is away from the job, everyone must re-adjust to balance the work load. This re-adjustment can be made without difficulty if it is planned for in advance. However, if your division or department is suddenly left shorthanded, it puts an unfair load on everyone until the gap can be filled.

If you must be absent from your assigned job, let the manager and store supervisor know about your intended absence as early as possible. If you are going to be unexpectedly late, for any reason, contact the store immediately. This will help us to make arrangements to keep the work flowing with a minimum of interruptions and confusion during your absence.

POLICY #3. EMPLOYEE DISCOUNT

Option A. While enrolled in the Marketing Education Program you are entitled to a student discount.

Option B. While working in the School Store you are entitled to a student discount.

Option C. There are no general discounts given to Marketing Education students. "Special discounts" may be allowed at the discretion of the store supervisor.

POLICY #4. STUDENT SUGGESTION PLAN

Suggestions of improvements can be made by employees of the School Store and if found to be workable, an additional discount on any item of the student's choice will be granted.

You as an employee of the School Store working at regular intervals will from time to time observe procedures which if modified would eliminate hassles and cut operating costs for your shop. When you make an observation of this nature write it down and step by step explain it. By all means submit your ideas. Our progress and growth depends on YOU, the student who works and learns in the School Store.

POLICY #5. CHARGE ACCOUNTS

- A. Charge Accounts will be made available to Marketing Education students and employees of the building.
- B. Charge Accounts are made available (after application is accepted and processed) for all students and staff for non-food merchandise with a credit limit of _____.

The time limit for payment can be up to 30 days.

- C. Collection can be handled in the following manners:

- 1. sheet listing merchandise purchased, date and amount outstanding given to student.
- 2. phone call home.
- 3. withholding of grades/diploma.
- 4. withholding of book deposit money.

POLICY #6. USING STORE MERCHANDISE FOR PERSONAL OR STORE USE

An employee who picks up a piece of candy off the candy counter and puts it in his/her mouth is really stealing from the store, even if the candy is only worth a penny. A salesperson who arrives at his/her selling station to find that he/she does not have a pen and takes a new Bic pen from stock, puts the pen in his/her pocket (or leaves it in the store), without thinking about it, is stealing from the store.

It should be obvious that under no circumstances should an employee take merchandise from the store for personal use.....regardless of how small the price of the item, even if there is every intention of returning the item. If you need something see the Store Supervisor and appropriate arrangements can be made.

The store will maintain a supply of pencils and pens for salespersons to use when working on the floor. Please use store supplies, if you do not have your own, and remember to return supplies from where you got them so they can be used again by someone else.

POLICY #7. THEFT PREVENTION

- A. Be an alert salesperson.
- B. Keep the merchandise straightened.
- C. Keep display cases locked.
- D. Know your prices.
- E. Give your customer proper attention.
- F. Do not leave store unattended at any time.
- G. Try to have salespersons on the floor.

POLICY #8. SHOPLIFTING

All employees should be alert to shoplifters. Shoplifters cost us money, and excessive losses mean that we have to raise our prices. This, of course, hurts the honest customer and us. If you suspect someone of shoplifting, notify the store supervisor or manager immediately. If possible, keep the shoplifter in sight until assistance arrives.

For your own information, in the State of Connecticut shoplifting is a crime. Conviction can mean a stiff jail sentence and fine. Of course, any student caught shoplifting is subject to indefinite suspension from school besides any legal action that the store might take against the individual. Parents will always be notified.

Without question, the same goes for employees who steal. Pilferage is probably the worst of two evils in that it is a trusted member who is hurting the store and its staff. In any event, shoplifting or pilferage will result in the severest punishment.

Help keep our customers HONEST.....watch for shoplifters and let them know you are watching.....shoplifters will not steal if you don't give them a chance.

POLICY #9. DRESS REGULATIONS, APPEARANCE AND PERSONAL HYGIENE

Dress regulations, appearance and personal hygiene should follow school policy.

POLICY #10. OVERRINGS AND VOIDS

If a cashier has an overring or void, he/she must contact the manager or store supervisor immediately. Then the approved overring or void must be placed in the cash register under the cash drawer.

Voids and overrings are costly in wasted time and effort, so when cashing, be careful.

POLICY #11. APPROVALS

To secure approval on all check cashing, voids, refunds, overrings, employee or other discounts, etc., contact the store manager or store supervisor.

POLICY #12. CASHING AND HANDLING OF CHECKS

All checks must be approved by the store manager or store supervisor.

When a check is presented to you, refer it to the store manager or store supervisor. While waiting, check to see if the following information is on the check:

1. No second-party checks are to be accepted.
2. All checks must be written in ink.
3. All checks must have current date: (no post-dated checks will be accepted).
4. Write down student I.D. number, driver's license, if applicable, telephone number, Homeroom and grade on back of check.
5. Make sure check is complete: (date, store name, amounts and signature).
6. No check over \$_____ will be accepted.

POLICY #13. REFUND POLICY

Our policy at the _____ is one of "Satisfaction Guaranteed" on all of our regular-priced merchandise purchases.

If a regularly-priced merchandise item is defective and the customer wants an even exchange, refund, or refund with additional purchase, the salesperson should contact the store manager or supervisor for instructions.

Merchandise returned or exchanged must have an accompanying sales check or sales receipt.

Sales of clearance or final sales merchandise are final and no refund is allowed. No refund will be given without authorization of the store manager or store supervisor.

POLICY #14. SHORT CHANGE COMPLAINTS

If a customer complains about being short changed, and if the cashier is not sure of the transaction, take the customer's name, address, telephone number, grade, the amount claimed, your name, shift and date. Explain to them that the store supervisor or manager checks out the register and if there are any adjustments to be made, they will be contacted.

POLICY #15. COMPLAINTS

If a customer complains or is greatly dissatisfied, do not argue with him/her.

Remember, the customer is always right. Avoid argument, be a good listener, be considerate and refer to the store manager or supervisor with, "One moment, please; I am sure Mr./Ms. _____ can help you."

Complaints are normal to any business, but an employee's good manners and common sense can keep them to a minimum.

POLICY #16. PUBLIC RELATIONS POLICIES

Lost and Found -- Any "found" items will be placed in the designated place (lost and found box or shelf). Anything of value will be placed in the office or given to the store supervisor for safe keeping.

Customer Leaves Change -- When change is left after a purchase, take down the following: 1) if known, customer's name, 2) date and time, 3) give the change to the supervisor at the end of the shift.

POLICY #17. MAINTENANCE POLICY

When maintenance of some type is needed and cannot be handled by the person in charge at the time, bring it to the supervisor's attention.

One main reason for repairs is carelessness. The poor handling of equipment makes for a rising bill in repair. Let's try to keep the costs of repair down to a minimum.

POLICY #18. TELEPHONE PROCEDURE

The store number is _____.

Many times the phone will ring while the store supervisor is not in the immediate area. As an employee, you must regard every caller important. Some tips to follow if you answer the phone:

1. Try to answer on the first ring or as soon as possible.
2. Answer by giving the store name, such as "DECA Marketplace, _____ speaking" or simply "Marketing Education, Good Morning/Good Afternoon."
3. If you have to find the supervisor, be sure to say, "Excuse me, please, I'll locate him/her." Go over and get supervisor--don't shout across the floor.
4. If you can't find the supervisor, be sure to say, "Ms./Mr. _____ is not available, may I take a message?"

5. This is a business phone and not to be used for personal calls.

Your performance on the telephone reflect on our store. Don't project a poor image, learn to use the telephone properly.

POLICY #19. GROUNDS FOR DISMISSAL FROM THE PROGRAM

1. Conduct which is considered disorderly, inappropriate or incompatible in any fashion or manner with the organization.
2. Conclusive evidence of dishonesty.
3. Committing, or attempting to commit, deliberate damage to store property, including the cash terminal, other machinery, fixtures and merchandise.
4. Excessive tardiness or absence without valid reasons.
5. Negligence in performing duties, assigned or otherwise, and insubordination.
6. Granting discount privileges to anyone not authorized to receive such a discount.

POLICY #20. STUDENT/EMPLOYEE PERFORMANCE AND PROFICIENCY

- A. The store manager, the personnel manager, or the store supervisor may at any time write a report based on an occurrence or observation they have made regarding an employee's work. Reports must be filled out when violation of a store rule, or policy has taken place.

As a student/employee, you will be rated twice (once each grading period) during the time you are assigned to the Marketing Education Student Store. This rating will be based on your performance of selling as well as sales-supporting activities during both class and selling periods.

- B. The sample performance appraisal is an evaluation of each employee's job performance in the retail lab and is to be filled out by the store manager and supervisor at least every two weeks. The form may also be used as a grading device. Your store grade in conjunction with your classwork grade will establish your term grade.
- C. Students/employees in the Marketing Education Program receive a letter grade. This letter grade is achieved through a combination of tasks. While working in the Student Store, your store manager or supervisor may write a report for your personnel folder.

These store policies have been read and are approved with deletions and revisions noted.

Principal

Marketing Education
Advisory Committee Chairperson

Date

Date

Marketing Education
Teacher/Coordinator

Student

Date

Date

D. SUGGESTED JOB DESCRIPTIONS AND DUTIES

STORE MANAGER:

Basic decision-making authority. Department managers go to store manager for approval of all changes and projects for the store operation including new merchandise.

Store and department managers meet once a week to review costs incurred and money earned during the past week.

Store manager should cover each of the following with his or her managers:

- Advertising campaign must be complete one week ahead of scheduled ads.
- Personnel scheduled to work must be reported on attendance sheet for past week and notified for coming week.
- Purchasing must be reviewed on items selling and not selling ad special products for promotions.
- Financial report from accountant.
- Weekly sales goals must be determined and a written report prepared on the outcome of their goals and must be presented to the class.

STORE MANAGER'S DUTIES:

Be in the store before school each morning by 7:15.

1. Check to see that the store is clean and that ads for the week are up or in the bulletin. Schedule meeting with managers.
2. Check time sheets and work schedule. Meet privately with personnel manager to review workers' progress.
3. Meet with Advertising manager and Promotion coordinators to discuss future ads, posters, displays and special sales. Make sure we are selling slow moving items.
4. Meet with purchasing manager. See if items are being ordered correctly. Check stockroom for excess inventory overlay. Make sure we are selling our goods.
5. Meet with accountant to review week's financial report. Discuss shortages and talk about mark-up, profit margin and change fund.
6. Supervise store first lunch, second lunch or before school.
7. Maintain daily sales records for the entire store.

The store will be successful according to the leadership, direction, planning, organizing, controlling and decisions made by the manager. He or she must work hard in getting the business to function towards measurable output (profit) and a learning experience for the people involved in its operation.

SCHEDULED MEETINGS

THURSDAY _____ 11:30 Management Team Meeting

FRIDAY _____ 11:30 Sales Meeting to entire class to discuss
promotions, sales, merchandise, etc.

PERSONNEL MANAGER:

- Schedule students to work in store for the week.
- Keep track of hours worked by each student: days, overtime, extra shifts.
- Make sure the work schedule is posted on Thursday before the coming week.
- Record student work hours into personnel file.
- Evaluate employees weekly.

PERSONNEL MANAGER'S DUTIES:

1. Total last week's student hours. Remind students of schedule for the week. (Note: any problems must be resolved by the employee and reported to the personnel manager).
2. Meet with store manager and go over time cards to see that the employees are meeting their obligations.
3. Supervises housekeeping operations in store.

The personnel Manager has a vital role in the success of our business operation.

ASSISTANT MANAGER:

Basic decision-making authority. Be in store during hours to see if operation is running as expected.

Fill in where needed during working hours; that includes working an employee shift.

ASSISTANT MANAGER'S DUTIES:

1. Train all new employees in operation of cash terminal, pricing, merchandising, control, sales, promotion.
2. Make sure there are the correct number of employees working the shifts.
3. Supervise a shift.

5. Watch for items that need to be restocked to the selling floor.
6. Make sure employee's can handle being in a situation when someone is caught shoplifting.
7. Assist in the cashing out process.

The assistant manager has to be a person who is willing to adapt to all kinds of business situations, work hard to being productive towards the success of the business organization. Be a leader, and set a good example to fellow workers.

ADVERTISING MANAGER:

Work with promotion coordinators to make up ads and posters for the store products. Make merchandise displays, bulletin announcements and "spot" ads for student accounnements.

Special Sales, holiday or promotion ads should be planned and ready to go two weeks prior to deadline.

Two announcements and two store ads per week are required.

There should be three major student store promotions during the year, Fall, Winter and Spring Sales.

The advertising manager must work directly with the promotion coordinators to ensure success of the store's promotions and advertising campaigns.

ADVERTISING MANAGER'S DUTIES:

1. Meet with promotion coordinators to discuss advertising for the week, quarter, and semester, etc.
2. Evaluate effectiveness of advertising promotions.
3. Discuss ad layout, bulletin and intercom announcements.
4. Let the student body know about the store with effective ADVERTISING AND PROMOTION!!!!

PROMOTION COORDINATOR'S DUTIES:

1. Help coordinate arrangement and assign people to set up displays in the store window, and other appropriate areas.
2. Work in production of ad's announcements, signs, sales, major promotions.
3. Work at getting the entire class involved in the store promotions.
4. Come up with promotion ideas for the store.

Examples:

- A. Apple for the teacher. Place an apple in each teacher's box before school begins.
- B. Drawings from customer receipts prizes to give away.
- C. Package Deal - of merchandise (pen, pencil, paper)--\$1.25.
- D. Gift Certificate.
- E. Spirit Week -- School name items on sale.
- F. DECA WEEK -- Promotions public relations.
- G. 9th Grade Tour Week.
- H. Sidewalk Sale.

The displays in the student store window will be displays for store promotions or community promotions.

PURCHASING MANAGER:

Fill out order forms and phone in orders. Keep inventory records.

Check on what is or is not selling. Notify others of special purchases to advertise.

*** All merchandise ordered for the store must be approved by _____ and the store manager!

PURCHASING MANAGER'S DUTIES:

- 1. Order merchandise as needed.
- 2. Contact salesman for information on new ideas/items.
- 3. Records all merchandise received.
- 4. Keep managers informed of price increase.
- 5. Tack all orders to store bulletin board so employees know what is on order.
- 6. Check store inventory.
- 7. Meet with store manager about items that are now selling, and possible new items and products for the store.

The purchasing manager must work hard to stay on top of the ordering for the store. Having the merchandise to sell is the key to making a profit and satisfying the customer will lead us to success!

INVENTORY & STOCK CONTROL DUTIES:

- 1. Check stock in school store before school and lunches. Fill any needed stock to insure people do not need to run to the stockroom in the middle of a shift.

2. Check "pull dates" food merchandise, to get them sold before expiration date.
3. Report all low stock to purchasing manager. Make sure to report within enough time so the stock does not drop.
4. Rotate stock to keep freshness dates from expiring.
5. Report any slow-moving stock, or too much stock from over-delivery to Advertising Manager and Promotion Coordinators to clear out or have a sale. Be sure the manager is aware of what is going to take place!
6. At the end of month, do inventory on all stock in storeroom to see what is left, and the cost of the inventory.
7. Keep boxes in storeroom neatly stacked, and the room clean.

x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x

ACCOUNTANT:

Record daily sales and expenses. Investigate shortages, balance books for profit and loss statement at end of each month.

ACCOUNTANT DUTIES:

1. After the close of the business day count the money and make up deposit slip.
2. Record daily, sales on the appropriate sheet and balance each register total to the total on the Z tape.
3. Keep change fund in operational use (right amount of coins, dollars).
4. Keep track of change drawers, write name and date of till and record it on the special sheet!
5. ALL SHORTAGES WILL BE REPORTED TO THE TEACHER COORDINATOR AND THE STORE MANAGER. YOU MUST SUBMIT THE NAME OF THE PERSON WHO WAS RUNNING THE CASH TERMINAL AT THE TIME OF THE SHORTAGE!!!

CASH REGISTER POLICIES:

1. Count change back to customers, make sure it is correct.
2. Do not give out change without a purchase.
3. Do not accept checks unless they are approved by the school manager or supervisor.
4. Do not accept foreign currency.
5. Rewards will be given for perfect drawers.
6. Only one person on a drawer for a given shift.
7. Any time the register is opened for any reason you must record on a sheet your name, the date, and reason for opening it.
8. Drawer person must "Z" out the register after his/her shift, and count back in a \$25.00 change fund. Then give the deposit to the accountant, with the "Z reading" in the deposit bag.

SALESPERSON:

1. Take care of customers' needs for merchandise or service.
2. Write up sales, refunds, returns, discounts, charges and any other sales-related forms.
3. Ring up sales on cash terminal.
4. Answer customer's questions.
5. Suggest new merchandise.
6. Keep stock straightened.
7. Watch for shoplifters.
8. Wrap purchases.
9. Complete sales transaction correctly.

E. EVALUATION STANDARDS FOR STUDENT
STORE EMPLOYEES

1. General Standards

Consider the volume or amount of work accomplished; speed and rapidity, coordination of both hands, speed in moving about, consistency of keeping busy versus idleness. Also, the neatness, accuracy and acceptability of work; number of errors or rejects; work that must be done over; waste and spoilage resulting; the safety of work habits, sanitation consciousness and practices good housekeeping in his/her work areas, counter areas that employee comes in contact, floors swept and mopped whenever necessary; good attitude towards cleanliness and orderliness; efficiency of work habits and methods.

2. Dependability

Loyal to the job and to the store; a keen sensitivity to customer satisfaction; punctual attendance, honesty and integrity; degree to which the manager can depend upon him/her to do the job.

3. Attitude

Consider the person's general attitude towards the job, the store, his/her fellow workers, customers, supervisors or managers, as well as general conduct. The rating here depends upon the relative positive or negative results of the employee's attitude upon others.

DATE _____

135

SAMPLE SCHOOL STORE PHYSICAL INVENTORY FORM

CALLER _____

RECORDED _____

DATE _____

[illegible]

TOTAL

150

137

151



SAMPLE SCHOOL STORE OVER RING FORM

MANAGER'S NAME & HOUR							DAY
							HOUR
OVER RINGS THIS HOUR							ACC. TOTAL
							HOUR
OVER RINGS THIS HOUR							ACC. TOTAL
							HOUR
OVER RINGS THIS HOUR							ACC. TOTAL
							HOUR
OVER RINGS THIS HOUR							ACC. TOTAL
							HOUR
OVER RINGS THIS HOUR							ACC. TOTAL
							HOUR
OVER RINGS THIS HOUR							ACC. TOTAL
							HOUR
TOTAL OVER RINGS							FINAL T O T A L

SCHOOL STORE CASHIER'S DIARY

[illegible]

SAMPLE SCHOOL STORE HOURLY SALES & CASH OUT RECORD

DATE _____

HOUR CASHIER _____					
SALES # _____ SALES # _____ TO _____					
END READ					
BEG. READ					
DIFF.					
-O.R.					
NET					
DEP					
COMB. NET _____					
HOUR CASHIER _____					
SALES # _____ SALES # _____ TO _____					
END READ					
BEG. READ					
DIFF.					
-O.R.					
NET					
DEP					
COMB. NET _____					
OVER RINGS & REFUNDS					
HOUR & TIME	NAME			AMT.	

CASH OUT _____	
HR	AMT
INT.	ACC TOTAL
HR	AMT
INT.	ACC TOTAL
CASH OUT _____	
HR	AMT
INT.	ACC TOTAL
HR	AMT
INT.	ACC TOTAL
TOTAL CASH OUT	
\$ _____	

DAILY CLOSING CASHIER'S PROCEDURE REPORT

When closing the terminal, these procedures should be followed:

- Step 1 Count the total amount of cash in the drawer from pennies to the currency and include checks. Place the amounts in the spaces provided. Then on Line 1, state the total cash in the drawer.
- Step 2 The petty cash fund is a set cash amount left in the drawer to begin each day's sales. A suggested amount for your petty cash fund should be from \$10 - \$15. Subtract the petty cash fund from the total cash in the drawer which is stated on Line 1.
- Step 3 The bank deposit is stated on Line 3. It is the difference between the amounts of Lines 1 and 2, and is placed in the space provided.
- Step 4 The cash terminal tape total is stated on Line 4 and is obtained by cleaning out the register.
- Step 5 Over rings or voids are errors made by the employees during the sales day. When a student makes an over ring, he/she takes the receipt from the register, places his/her name, date, and reason for the over ring on the back of the receipt; then places the over ring in the drawer. At closing, take all over rings out and add them together; then place the total on Line 5.
- Step 6 The correct cash terminal tape total is obtained by subtracting Line 5 from Line 4.
- Step 7 If Line 6 is greater than Line 3, the register is short. If you are short, place the amount on Line 7.
- Step 8 If Line 3 is greater than Line 6, the register is over. Place this amount on Line 8.
- Step 9 Recopy the corrected cash terminal tape total from Line 6 on Line 9.
- Step 10 On Line 10, fill in the total tax amount shown on the closing register tape. (Sales taxes only.)
- Step 11 After subtracting your sales taxes from Line 9, you fill in the sales for the day on Line 11.

SAMPLE SCHOOL STORE CLOSING CASHIER'S REPORT

DATE _____

NAME _____

Pennies _____

Nickels _____

Dimes _____

Quarters _____

Halves _____

Silver Dollars _____

Paper Bills _____

Checks _____

1. Total Cash in Drawer _____

2. Less Petty Cash Fund _____

3. Bank Deposit (Line 2 from Line 1) _____

4. Cash Terminal Tape Total _____

5. Less Over Rings _____

6. Corrected Cash Terminal Tape Total (Line 5 from Line 4) _____

7. Cash Short (If Line 6 is greater than Line 3) _____

8. Cash Over (If Line 3 is greater than Line 6) _____

9. Corrected Cash Terminal Tape Total (From Line 6) _____

10. Less Sales Taxes _____

11. Sales for the Day (Line 10 from Line 9) _____

SAMPLE SCHOOL STORE DAILY BALANCE SLIP

Checkers — Cashiers _____

Shift _____ Date _____

CHANGE FUND	Dollars	Cents
Total Sales Indicated on sales slip		
Total Sales and Change Fund		
Less: Voids, refunds, paid-outs		
Net cash to be accounted for		
Denominations of money Pennies Nickels Dimes Quarters Half Dollars Currency Checks		
Total cash and Checks in Drawer		
Short or Over		

SAMPLE SCHOOL STORE DAILY SUMMARY

Date _____

DEPARTMENT		A.M. SALES		P.M. SALES		TOTAL SALES	
DRINKS	1						
FOOD	2						
GIFTS	3						
COOKS	4						
SCHOOL SUPPLIES	5						
CLOTHING	6						
MISCELLANEOUS	7						
TOTAL							

PURCHASES

NAME OF VENDOR	AMOUNT		INVOICE NUMBER

Month _____ Operation _____

[illegible]

SAMPLE SCHOOL STORE — INCOME —

Date		Sales Non-Tax	Sales Taxable	Sales Tax	Sales Total	Deposit	Accum. to Date
	September						
	October						
	November						
	December						
	January						
	February						
	March						
	April						
	May						
	June						

SAMPLE SCHOOL STORE LEDGER BOOK FORMS

ACCOUNT NO.				NAME				
SHEET NO.				ADDRESS				
DATE	ITEMS	FOLIO		DEBITS		CREDITS	CR OR DR	BALANCE

ACCOUNT NO.				NAME				
SHEET NO.				ADDRESS				
DATE	ITEMS	FOLIO		DEBITS		CREDITS	CR OR DR	BALANCE

Page 1

[illegible]

Page 2

150

SAMPLE SCHOOL STORE YEARLY PROFIT AND LOSS STATEMENT

Period _____ Dates Covered: from _____ to _____

	PERIOD				YEAR TO DATE			
	Actual \$	%	Budget \$	%	Actual \$	%	Budget \$	%
Sales								
Gross Profit								
Paper								
Telephone								
Other Services								
Maintenance								
Office Supplies								
Cleaning Supplies								
Cash (over or short)								
General Expenses								
Total Others								
Controllable Profit								
Rent Equipment								
Advertising								
Royalty Fees								
Permits and Licenses								
Depreciation								
Administrative Costs								
Below Line Costs								
Net Profit Before Tax								
Other Income								
Net								

SAMPLE SCHOOL STORE INCOME STATEMENT

FOR YEAR ENDED _____, 19 ____

INCOME FROM SALES

Less Sales Returns and Allowances
Sales Discount
Net Sales

COST OF MERCHANDISE SOLD

Merchandise Inventory — Beginning, 19 ____
Purchases
Less Purchases Returns and Allowances
Purchase Discounts
Net Purchases
Total Cost of Merchandise Available for Sale
Less Merchandise Inventory — Ending, 19 ____
Cost of Merchandise Sold

GROSS PROFIT ON SALES

OPERATING EXPENSES

Bad Debts Expense
Delivery Expenses
Depreciation Expense — Equipment
Insurance Expense
Miscellaneous Expense
Payroll Taxes Expense
Rent Expense
Salary Expense
Supplies Expense
Total Operating Expenses
Net Income from Operations

OTHER EXPENSES

Equipment Expense

NET INCOME

SAMPLE SCHOOL STORE BALANCE SHEET

FOR YEAR ENDED DECEMBER 31, 19__

ASSETS

CURRENT ASSETS

Cash	
Petty Cash	
Accounts Receivable	
Less Allowance for Bad Debts	
Merchandise Inventory	
Supplies	
Prepaid Insurance	
Total Current Assets	

FIXED ASSETS

Equipment	
Less Accumulative Depreciation — Equipment	
Total Fixed Assets	

TOTAL ASSETS	
--------------------	--

LIABILITIES

CURRENT LIABILITIES

Notes Payable	
Interest Payable	
Salaries Payable	
Accounts Payable	
Total Current Liabilities	

CAPITAL

CAPITAL STOCK	
RETAINED EARNINGS	
TOTAL CAPITAL	
TOTAL LIABILITIES AND CAPITAL	

PUBLIC RELATIONS

There are many people today who are unaware of the existence and the value of Marketing Education. Many of the people who are aware, have mistaken ideas of its aims and objectives and many are unconvinced of its value. We in Marketing Education are qualified to "sell" our program--and we must do this if Marketing Education is going to continue to grow. The purpose of public relations in Marketing Education is threefold:

1. To create a community awareness of the Marketing Education Program.
2. To upgrade the image many people have of Marketing Education so as to develop strong popular sentiment.
3. To make the schools more responsive to the community.

PRINCIPLES OF PUBLIC RELATIONS

1. A public relations program must stress the positive.
2. Public relations must be continuous. Plans should be made for a year so that the effectiveness of the Marketing Education Program is communicated throughout the year.
3. Public relations must be honest in both intent and execution.
4. Public relations should cover all phases of the Marketing Education Program. This includes classroom-related instruction, on-the-job training, DECA, the local advisory committee and parental involvement.
5. Public relations must be simple in meaning and conception. All segments of the public, including those who have no knowledge of marketing, must be able to understand what is being said about the Marketing Education Program.
6. The Marketing Education Program must be intrinsically sound. Public relations can only be as good as the program from which they originate. Public relations is not intended to and can never take the place of well-planned, well-operated, and well-coordinated Marketing Education Programs.
7. The Marketing Education Program either has good public relations or bad public relations. There is no such thing as NO public relations!

GOALS OF A PUBLIC RELATIONS PROGRAM

1. To promote and improve the Marketing Education Program.
2. To foster student interest in Marketing Education.
3. To create a favorable image in the eyes of businesses, students, parents, teachers, administrators, counselors, school board members, politicians and civic/professional organizations.
4. To emphasize the need and value of the Marketing Education Program to students, the school and the business community.
5. To promote Marketing Education to prospective employers.

PUBLIC RELATIONS EFFORTS FOR SPECIFIC GROUPS

MARKETING EDUCATION STUDENTS

Public relations begin in the classroom. Students who have seen what Marketing Education is doing for them, and graduates who know how valuable it has been for them are the basis for good public relations. Some suggestions for the classroom include:

- a. Have a well-planned instructional program.
- b. Show sincere effort to help students.
- c. Give individual responsibilities and show confidence in student's ability to succeed.
- d. Be enthusiastic.

OTHER STUDENTS

Other students can be reached by using some of the following ideas:

- a. Report activities of class and DECA to school newspaper.
- b. Sponsor assembly program about Marketing Education. Let students participate. Visit new Marketing Education classes.
- c. Publicize success of students and DECA.
- d. Use bulletin boards and exhibits.
- e. Keep the classroom neat and attractive.
- f. Arrange for other students and faculty to visit classroom.
- g. Plan career-day activities to show opportunities in marketing occupations.
- h. Maintain an attractive display window.

SCHOOL PERSONNEL

A good working relationship with faculty, counselors, administrators and state-level personnel is desirable. They should understand that the classroom represents only a part of the Marketing Education program. Let them know of the coordination, supervising and follow-up of students on the job, the surveys, advisory committee meetings and the numerous other duties involved. Specific suggestions for involving these members of the school staff include:

- a. Invite members of faculty, counselors and administrators to participate in the classroom activities. Let them serve as customers, job interviewers and judges.
- b. Invite them to serve in some capacity at district DECA competitive events.
- c. Invite them to employer-employee functions.
- d. Ask for their recommendations in student selection.
- e. Offer to speak to other classes on marketing.
- f. Assume your share of faculty responsibility.
- g. Be professional. Report to work on time. Avoid asking for special favors. Follow school rules.
- h. Participate in school programs and social events.

PARENTS AND
PARENT
ORGANIZATIONS

- a. Arrange for contacts with parents on a regular basis to report on progress of students. Parents should not be allowed to think contacts are made only if students are having difficulty.
- b. Invite parents to installations, open house and other special events.
- c. Join and participate in parent-teacher organizations.
- d. Present programs on Marketing Education at parents' organization meetings. Use students whenever possible.

ADVISORY
COMMITTEE

- a. Seek their advice on curriculum offerings.
- b. Invite to attend classes and DECA meetings.
- c. Invite to employer appreciation functions and introduce them.
- d. Confer on ways to acquire equipment, publications, additional training stations, etc.
- e. Recognize for services rendered.

PUBLIC RELATIONS WITH VARIOUS OTHER GROUPS

Ideas for promoting the support of various other groups for the Marketing Education Program are listed below.

ADMINISTRATORS

- a. Request advice for improving and promoting the Marketing Education program.
- b. Introduce important visitors.
- c. Invite to employer appreciation functions.
- d. Invite to other special events.
- e. Provide informative materials about the program on a periodic basis.
- f. Invite into the classroom.
- g. Recognize for services rendered.
- h. Make your administrator a professional DECA member.

COUNSELORS

- a. Provide with informative materials about the Marketing Education Program.
- b. Host a counselor to lunch periodically.
- c. Ask to participate in DECA activities.
- d. Invite to Advisory Committee meetings.
- e. Invite a counselor on a rotating basis to accompany you on coordination visit.
- f. Keep them informed of student achievements.
- g. Introduce to important visitors.
- h. Invite into the classroom.
- i. Invite to DECA special events.
- j. Invite to employer appreciation functions.
- k. Recognize for services rendered.

TEACHERS

- a. Be an active faculty member.
- b. Use team teaching, call upon staff members to present expertise to your students, be willing to reciprocate.
- c. Invite other classes into Marketing Education classroom to listen to speakers.
- d. Involve in DECA activities when possible and appropriate.
- e. Consider their suggestions in the selection of students.
- f. Recognize for services rendered.

GUEST SPEAKERS

- a. Provide them with information about Marketing Education before they arrive.
- b. Have a student host greet them and guide them to the ME classroom.
- c. Introduce them to various people at school-- administrators, counselors, etc.
- d. Show them the school facility, especially the Marketing Education classroom laboratory.
- e. Demonstrate interest in their presentations with appropriate questions.
- f. Upon their departure escort them to an appropriate exit.
- g. Follow up their presentation with appropriate thank-you letters.

BUSINESSMEN, LABOR AND TRADE ASSOCIATIONS

- a. Invite representatives to serve on advisory committees.
- b. Invite representatives to present talks or give classroom instruction.
- c. Solicit their help in obtaining teaching aids.
- d. Ask them to participate in survey projects sponsored by DECA.
- e. Invite them to employer-employee functions.
- f. Keep them informed on DECA and class projects.
- g. Join and participate in civic and business organizations, such as the Chamber of Commerce, Lions, Jaycees, etc.
- h. Present programs on Marketing Education at civic and business organizations, using students whenever possible.

CIVIC/SOCIAL PROFESSIONAL GROUPS

- a. Speak to their groups.
- b. Solicit their cooperation in acquiring teaching materials.
- c. Invite them into classroom.
- d. Recognize for services rendered.

NON-TEACHING PERSONNEL

- a. Be courteous and friendly; win their approval of the Program.
- b. Introduce to important visitors.
- c. Keep office informed of your itinerary.
- d. Take a personal interest in them and their work.
- e. Recognize services rendered.

PUBLIC RELATIONS WITH PARENTS OF MARKETING EDUCATION STUDENTS

Parent orientation activities provide the opportunity for you to promote Marketing Education and to inform parents about the structure and operation of the Marketing Education Program. A parent orientation can be approached in numerous ways. The following are suggested ideas for orientation activities.

A way to handle such an orientation session would be to have a meeting in the classroom or at a banquet event. This type of format can be incorporated with the installation of officers and initiation of new members.

SUGGESTED AGENDA:

Call to Order	DECA President
Pledge/Invocation	Marketing Education Student
Introduction of Guests	Marketing Education Student
Welcome	School Administrator
What is Marketing Education?	Marketing Education Teacher/Coordinator
What is DECA?	DECA State Officer
What will your son or daughter gain from Marketing Education?	Marketing Education Graduate
Course Expectations and Evaluations	Marketing Education Teacher/Coordinator
Installation of Officers (Optional)	Past DECA Officers
DECA Creed	Marketing Education Student
Close	DECA President

Other Program ideas for parent orientation could include any of the following:

1. On-going slides of students on-the-job, in class, and participating in DECA activities.
2. Finished attractive displays.
3. Show films/slide/video presentations on Marketing Education and/or DECA.
4. Ask alumni to share their experiences in the Program.
5. Show student demonstration of in-class activities such as sales demonstrations, job interviews, or other role-playing situations.
6. Invite members of the Advisory committee or employers to be on hand to share their experiences with the Marketing Education program to parents.
7. Invite the state Marketing Education consultant to share examples of Marketing Education "success stories" with parents.

Follow through on this activity by sending out appropriate thank you notes and news releases.

PUBLIC RELATIONS WITH MARKETING EDUCATION EMPLOYERS

Employer public relations encompasses a large variety of activities from which to choose. The following are some suggested employer public relations activities:

1. Send them a thank you letter acknowledging their support for hiring your student (sent within a week after employment is secured).
2. Send them a holiday card or letter to wish them a joyous holiday season and a prosperous new year.
3. Conduct a beginning of the school year orientation breakfast, luncheon, or tea.
4. Issue invitations to attend various activities throughout the year such as competitive event meetings for DECA.
5. Invite them to speak to your classes on a topic of their area of expertise.
6. Notify them of seminars that might be advantageous to them or their employees.
7. Send them a calendar of upcoming events (Marketing Education, DECA, School).
8. Hold an employer appreciation banquet.
9. Publish a monthly newsletter being sure to send a copy to employers.

PLANNING AND PUBLICIZING DECA SPECIAL EVENTS

A special event is a valuable public relations tool for reaching many publics. Some activities which might be developed into special events are: dances, initiation and installation ceremonies, banquets, conferences, exhibits, luncheons, socials, seminars, tours and workshops.

Some goals you may wish your special event to achieve are:

1. to convey a positive image of your Marketing Education Program,
2. to dramatize an idea or the DECA philosophy,
3. to raise funds for the organization's use or for donation,
4. to create or maintain membership unity,
5. to alter opinions/motivate corresponding action,
6. to recruit new members into the Marketing Education Program,
7. to publicize Marketing Education goals and DECA activities,
8. to educate or inform students.

A special event brings your Marketing Education Program and DECA chapter greater exposure to your publics, and the leadership learned by the students involved in creating and carrying out the project is in keeping with the goals and expectations of Marketing Education and DECA. Finally, the impact of all the publicity received tends to reinforce Marketing Education and DECA as a progressive force in the community. Although public relations may not be the primary reason for sponsoring a special event, publicity can be a major reward of the program. You should build publicity into the program throughout the planning and implementation of the event.

STEP ONE: ESTABLISH COMMITTEES

At the initial planning stages, chapter officers should establish and chair necessary committees which would probably include the following--

1. Coordinating committee to tie together the various efforts of the committees as well as make final decisions.
2. Program committee which will be responsible for the content of the event; invites and works with speakers.
3. Arrangements committee which coordinates the physical needs of the event.
4. Hospitality committee which prints and issues invitations, prepares name tags, greets members and guests and acts as a host/hostess for the event.

5. Publicity committee to invite the media, issue press releases, assist reporters attending, arrange press interviews with speakers, guests or prominent members.
6. According to the nature of a given event, additional committees may be needed: audio-visual equipment, awards/prizes, reservations, etc.
7. Clean-up committee.

STEP TWO: ESTIMATE A BUDGET

Before any money is spent or obligations incurred, revenues and expenses should be estimated and recorded. A system of payment should be organized. Budget categories may include food, rental of meeting room, photography processing, transportation, awards, door prizes, postage, decorations, programs, etc.

STEP THREE: HOLD COMMITTEE MEETINGS

Committee heads need to be up-dated on a periodic basis. These can serve to stimulate committee workers. Cover such items as:

- is the committee on schedule?
- is the committee within the budget?
- are there major problems?
- are there new and interesting developments?
- does the committee need more help?

STEP FOUR: PUBLICIZE THE EVENT

Before the event, determine your target public according to the event's goals. Then select the most effective media to reach your target publics. A press release should be sent out at least one month prior to the event which gives the date, time, location, nature and objectives of the event. You may want to extend special invitations to those media representatives you feel would be particularly interested in your event.

After the event send polite, short thank-you notes to those media representatives who attend. Prepare a follow-up release summarizing the event and distribute to all media. Try to include an appropriate photograph.

CHECKLIST FOR PLANNING SPECIAL DECA EVENTS

1. What type of event will be held?
2. Committees needed:
 - Program/planning
 - Invitations
 - Decorations
 - Publicity
 - Entertainment
 - Reception
 - Clean-up, etc.
3. Date and time event to be held?
4. Theme
5. Who shall be invited:
 - Principal
 - Other administrators
 - Counselors
 - Business leaders
 - Other staff members/teachers
 - Alumni
 - State DECA officers
 - District/state Marketing Education personnel
 - Advisory committee members
 - Spouses of guests
6. What should be included in the program?
7. Printed programs.
8. Printed invitations (mailed at least 2-3 weeks prior to the activity).
9. Where event will be held? Date, time, specific location.
10. How shall the event be financed?
11. Procedure for welcoming the guests.
12. If a head table is being used, who should be seated there?
13. Speaking responsibilities: Topics/Time on agenda that the speaker will use.
14. Seating chart.
15. School approval.
16. Follow-up thank you letters.
17. News releases.

PLANNING DECA CHAPTER ACTIVITIES

DECA chapter activities and projects should be developed around the four points of the DECA Diamond--Civic Consciousness, Leadership Development, Vocational Understanding and Social Intelligence. In addition, other chapter activities will need to be developed to successfully organize the DECA chapter and promote the DECA program.

CIVIC CONSCIOUSNESS

Activities in this area are designed to develop the members' awareness of the value of being active in civic projects. Civic activities are conducted by chapters to serve the school and the community. Projects range from school improvement campaigns to participation in community-wide charity events. Many chapters sponsor or co-sponsor activities with the March of Dimes, Muscular Dystrophy Association, Heart Fund, United Way and others. Activities of this nature offer a valuable service to the community and develop respect for the local DECA chapter.

LEADERSHIP DEVELOPMENT

Leadership development activities are designed to provide opportunities for members to participate as both leaders and followers. Such experiences enable members to develop competencies directly related to management, communications, human relations and sales. Competitive activities, DECA conferences and DECA project participation are all avenues which develop the leadership potential of chapter members. Such activities provide the "proving ground" for students to test their knowledge, skills and ability with those of others. Recognizing individual achievement is only one objective of DECA competitive events and projects.

VOCATIONAL UNDERSTANDING

This category is designed to encourage participation in activities which will increase the members' understanding and competence in marketing and/or free enterprise. Most chapters provide meetings to enlighten their members' knowledge of various aspects of marketing. Guest speakers, panel discussions and films are frequently scheduled for meetings and many chapters take field trips to study specific problems relating to their classroom instruction.

SOCIAL INTELLIGENCE

Social activities are also a vital part of the DECA program; such activities demonstrate the social competencies necessary to succeed in the field of marketing. Chapters should provide recreation for their members. One of the original philosophies of DECA, as true today as ever, is to provide social activities to make up for the school functions members miss because of Cooperative Work Experience. Socials can also be used to acquaint others with Marketing Education and DECA. Social activities become an important finishing touch to professional meetings.

CHAPTER ORGANIZATION

There are various activities which will need to be completed to insure the successful operation of the chapter. Examples of activities would include the proper submission of dues to state and national organizations, developing a Program of Work, participating in advisory committee meetings, etc. Also, projects involving the raising of funds may be necessary to provide for the successful operation of the chapter.

PROGRAM PROMOTION

In addition, activities should be planned and implemented to promote your chapter's involvement in any of the above activities and projects. Newspaper articles, radio and TV programs, recognition of DECA Week and student recruitment activities are just some of the activities chapters may initiate to promote the DECA program of activities.

SUGGESTED ACTIVITIES TO PUBLICIZE MARKETING EDUCATION AND DECA

The following activities are designed to help you organize and carry out a successful promotion of your Marketing Education program and DECA chapter. Many of these suggested activities may be used during National DECA Week.

1. Encourage radio and TV stations to run public service announcements recognizing National DECA Week.
2. Invite speakers to classes.
3. Invite successful alumni to speak to an identified group about the advantages of Marketing Education. What has it done for them?
4. Post announcements of activities on door to the Marketing Education room and in the school's daily bulletin or for daily PA announcements.
5. Sponsor an open house for parents, other students and faculty. Have students provide demonstrations of what types of activities transpire in the Marketing Education classroom.
6. Send letters to parents telling of students' progress at training stations, in the class and the DECA chapter. Parents enjoy hearing from teachers about the success of their son/daughter.
7. Speaker(s) should be the Teacher/Coordinator or the students, or a combination of both. Give a speech at a regular monthly/weekly meeting of a civic organization.
8. Have the students conduct an "on-the-street" vocationally related interview asking people their views on vocational education. This could also be conducted on the campus of the school asking for the reactions of the staff and students. This could serve as a recruitment aid for your program.
9. Publish a newspaper newsletter.
10. Contact local businesses and mall associations to have marquee announcements. Most schools have marquees, too, on which you could post announcements.
11. Sponsor an Inter-Vocational Student Organization Activity, such as DECA/FBLA, DECA/VICA, DECA/FHA-HERO, DECA/FFA, etc.
12. Conduct a student exchange day in which the students in your program would trade vocational classes with other students. This could be done for several days so that students would have the opportunity to experience another vocational education program.
13. Conduct a poster contest for who can design the best poster depicting Marketing Education in action.
14. Feature the outstanding accomplishments of a student or a series of students.

15. Recognize outstanding/successful alumni through news articles.
16. Ask a local newscaster or reporter to come to the Marketing Education facility to do a news feature.
17. Identify students whose parents have graduated from the Marketing Education program.
18. Present certificates of service or appreciation for cooperation and assistance to worthy community citizens.
19. Release news articles stressing civic leaders' support.
20. Photograph students with elected officials or legislators.
21. Distribute to those training stations of your students a "We Employ Marketing Education Students" sign for display.
22. Sponsor marquee display, highlighting "Marketing Education."
23. Conduct a TV talk show interview.
24. Have a proclamation signed by the school district superintendent, your school's principal or the mayor.
25. Publish an editorial statement or editorial cartoon in a local newspaper.
26. Team current students with potential ones to explain program.
27. Prepare a fact sheet on economic return from program graduates to local community.
28. Hang banners and signs throughout the school and community proclaiming National DECA Week or National Vocational Education Week.
29. Show films and videotapes about the Marketing Education program and DECA.
30. Sponsor a continental breakfast for school faculty.
31. Construct an exhibit or window display around National DECA Week.
32. Sponsor trade fair on your campus for students to show what they can learn in Marketing Education.
33. Set up tables in shopping centers with flyers, posters, buttons supporting Marketing Education/DECA.
34. Encourage a local popular radio station to air forum featuring Marketing Education students.
35. Prepare stuffers about Marketing Education and DECA and ask local businesses to include these in their February customer billings.
36. Encourage radio and TV stations to run public service announcements recognizing National DECA Week.

OUTLINE FOR PRESENTATION ON MARKETING EDUCATION

OPENING REMARKS

1. Who is/are the Marketing Education Teacher/Coordinator(s)?
Qualifications possessed by Teacher/Coordinator(s)
2. What is the total job of the Teacher/Coordinator?
Teaching
Coordination of on-the-job training component
Career guidance
Public relations
Operation and administration of program

DESCRIPTION OF MARKETING EDUCATION

1. What is Marketing Education?
Four part program--on-the-job training component,
classroom instruction, DECA and School Store
Describe marketing classes offered at your school
Number of students enrolled in Marketing Education at
school, in state and nation
How grades are determined (in class; on-the-job)
2. Why do students take Marketing Education?
Career development in marketing
Marketing Education fills a need! Over 1/3 of all jobs are
marketing-related
Learn while they earn if involved in on-the-job training
DECA participation
3. How are students selected for Marketing Education Program?
Occupational objective or career interest in marketing
Good attendance and school record
Demonstrated sense of honesty and reliability
Ability to benefit from training
4. What are students' responsibilities?
Rules and Regulations
Attendance and tardies
Classwork

DESCRIPTION OF MARKETING EDUCATION CURRICULUM

1. Marketing Education is a cooperative vocational program
Students learn by doing
Use of role-playing and other simulated activities in the
classroom
Describe competency-based approach to learning
2. What is involved in on-the-job training?
Occupational areas in which students may work
Types of typical training stations
Where current students work

3. How is the training station selected for cooperative work students?
 - Ability to provide training consistent with student's career objective
 - Ability to provide variety of supervised learning experiences
 - Willingness to cooperate with student trainee and Teacher/Coordinator to develop and follow a training plan
 - Willingness to participate in periodic evaluations of student-trainee
 - Willingness to accept responsibility for training
4. What curriculum units are covered in the classroom?
5. How does classroom instruction correlate with on-the-job training and DECA?
6. Give examples of project your DECA chapter has completed in the past.

SEEK
SUPPORT
OF GROUP

1. How do parents become involved or provide support to the Marketing Education Program?
 - Provide transportation on field trips or DECA activities
 - Being chaperones
2. How can businesspeople get involved?
 - Serving as a member of the Advisory Committee on local or state level
 - Appear as guest speaker
 - Serve as judges in DECA activities
 - Tell others about Marketing Education Program
 - Provide financial support for DECA--sponsor state DECA competitive events, etc.
3. Encourage their involvement

SAMPLE

MARKETING EDUCATION
MAYOR'S PROCLAMATION

WHEREAS, the Congress of the United States and the State of Connecticut have recognized the growing and imperative need for Marketing Education and have provided broader concepts of vocational, career and human resource education to prepare individuals for work; and

WHEREAS, Through the increased emphasis in reaching out to prepare individuals to enter employment, many programs are now available to assist individuals in reaching their occupational goals; and

WHEREAS, The American Vocational Association, by representative assembly, has established the second week of February as "Vocational Education Week" and is supported by Connecticut vocational organizations in this endeavor; and

WHEREAS, That week in February has been set aside by proclamation of the governor of Connecticut as Marketing Education Week; and

WHEREAS, The ultimate success of this endeavor rests with each and every individual who is concerned with providing training opportunities through a comprehensive educational curriculum for all students; and

WHEREAS, Marketing Education serves secondary and postsecondary school youth, as well as adults, assisting them to determine and reach their occupational goal;

NOW, THEREFORE, I _____, Mayor of the City of

do hereby proclaim February _____, 19____, as

MARKETING EDUCATION WEEK

in the City of _____, and urge all citizens of this great community to visit their local schools and make themselves better acquainted with the vocational education services offered by these institutions to benefit each citizen.

(SEAL)

IN WITNESS WHEREOF, I have hereunto
set my hand and caused the Seal of the city of
_____ to be affixed this
_____ day of February, 19____.

Mayor

SAMPLE

BROADCAST MEDIA TIPS

FOR RADIO

Get submission guidelines from program director.

Time spot announcements. Use simple, descriptive words that form pictures, give dimensions and color. Radio reaches only the ear and the listener must be able to sketch in his/her own mind the picture you are trying to create.

Submit several copies of all material and make sure the last one is as legible as the first. Prepare outline/sample questions in advance for interviews. TYPE EVERYTHING.

Get instructions on the proper distance from the microphone that you are to speak. Speak with conviction; tell it like it is. Avoid any extraneous noise.

Conclude with a special appeal for action, for example: support DECA, visit local Marketing Education program, etc.

FOR TELEVISION

Make first contact 4-6 weeks ahead of the event. Submit all program copy to the contact person as far in advance as possible.

Check with the program or news director on the kind of slides, films, videos and photographs which can be used to best "demonstrate" your message. Make sure copy is written to accompany such visual aids. Provide one slide or photograph for each 10 seconds of time.

Personal appearance will be of vital importance to the success of your presentation. You should wear a DECA blazer, but if this is not possible, wear suits or dresses in color (neither black nor white photographs well). Avoid contrasting patterns. Keep jewelry simple and uncluttered. Females should avoid heavy makeup.

POSSIBILITIES FOR PRESENTATIONS

Interviews, panel discussions and demonstrations related to DECA's competitive event program, specific DECA projects completed by your chapter, National DECA Week etc.

--short videotaped "features"

--spot announcements accompanied by slide presentations

--"personality spots" on DECA officers and award winners

--DECA related news stories

--editorials

SAMPLE
RADIO SCRIPTS

Possible scripts for radio spots appear below. You will probably want to develop spots that are specific for your community, but these should serve as a guide.

1. The state of Connecticut is observing National DECA Week February _____ to _____. This is the time for young people to investigate the many rewarding careers available in marketing, merchandising and management. Check with your Marketing Education Teacher-Coordinator at (name of school) to learn how you can combine classroom learning, DECA Chapter activities and practical business experience for a successful career in marketing.
2. Young people who are wondering what career to pursue should check into Marketing Education training. Marketing Education is the popular high school course that offers training in marketing, and provides the opportunity for on-the-job training. Check with the Marketing Education Teacher/Coordinator at your high school to learn more about this exciting plan. Do it NOW--during National DECA Week, February _____ to _____.
3. If you like to work with people, you should investigate Marketing Education training--the school course that prepares you for careers in marketing, merchandising and management. Ask the Marketing Education Teacher/Coordinator at your school how this interesting subject will help you train for a satisfying, well-paid career.
4. D-E-C-A, which stands for the Distributive Education Clubs of America, involves over two hundred thousand young people who are enrolled in Marketing Education classes. They are studying part time and working part time, as they prepare for careers in marketing. Ask the Marketing Education Teacher/Coordinator at your high school how YOU can get in on this exciting program.
5. This week Station _____ is happy to salute National DECA Week. DECA--stands for the Distributive Education Clubs of America. DECA is a Vocational Student Organization which plays a vital part in the school's Marketing Education Program. DECA members are planning careers in marketing, management and merchandising. If you are interested in an exciting and rewarding career, check with the Marketing Education Teacher/Coordinator at your high school.

MEDIA PLAN

The key to a successful media program is timely, accurate and complete releases and events that impress on media decision makers the need to make your material a part of the news. Your Marketing Education program has some natural media focus points that should be utilized to their fullest. Also your day-to-day mission is newsworthy with the working press on a regular contact basis.

NEWS RELEASES

The news media will usually supply you with guides to follow in preparing copy for them. Tools for this purpose are available throughout the industry.

Who, what, when
where, why, and how

These first sentences are called the lead. They should get the attention of the reader.

Important
details

Each additional paragraph should be of declining importance. Be BRIEF.

Miscellaneous
information

Use short words and write short sentences.

As you plan your news release, remember the purpose of the release and the media to which the release is directed.

CHECKLIST FOR COPY PREPARATION

As a guide to the proper preparation of copy, here are some general rules you should observe:

1. Put your DECA Chapter name, address and telephone number and your own name at the top of the page. This will enable the editor to reach you immediately should he want additional information or to check facts.
2. Put the release date of the story near the top of the page.
3. Type your release on one side of the paper only.
4. Always double-space your release.
5. Leave the top third of the first page (or a couple of inches) blank, to permit notations by the editor.

6. End each page with a complete paragraph. Never "jump" a paragraph from one page to another.
 7. Use a dateline to indicate the source of the story. If you originated the story, use the name of your city. If it originated elsewhere, use the name of that city. The dateline should look like this; FALLS CHURCH, August 14th.
 8. When your story runs to more than one page, write "(more)" in the lower right-hand corner of each page except the last. Never staple the pages together.
 9. Keep your story as short as possible. Just tell the facts.
 10. Don't use any more adjectives than you have to.
 11. Make sure all initials and names are correctly spelled.
 12. Check facts and figures for accuracy.
 13. Picture requirements vary according to the publication. Check in advance to determine the requirements. Use no more than three people in the picture and have it be an "action" picture. Type a caption on a separate page -- do not clip to picture or write on back of the picture.
- Keep all publicity in a scrapbook as it appears. Keep notes on any TV or radio publicity and any other media used.

FROM: _____

PHONE: _____

159

SAMPLE
NEWS RELEASES

FROM: (NAME)
(Name of DECA Chapter)
(Address)
(City, State)
PHONE: _____

FOR RELEASE: (Day, Date)
(Source of story)

DATELINE: _____
(Full Name), a Marketing Education student at
(Name of School), has been named chairman of National DECA Week
in (Name of City), March 4-10.

National DECA Week honors the Distributive Education Clubs of America, the only national Vocational Student Organization operating through public schools to attract young people to careers in marketing.

(Last Name of Chairperson) said the purpose of the observance is to point out the many and varied careers available within the field of marketing. Special programs will be conducted during the week by members of the Name of DECA Chapter at schools and service organizations meetings.

(NAME OF DECA CHAPTER)

The (Name of Chapter) conducts a continuing program to develop leadership among Marketing Education students. Its (Number) members study a half day in school, and work part-time jobs which complement their academic training.

Nationally, there are over 4,500 DECA chapters with more than 200,000 members. The national organization is supported by leading American business firms. It conducts a scholarship program, makes awards to outstanding members, and conducts National DECA conferences.

(Last Name of Chairperson) said details of DECA Week will be announced soon.

TIPS FOR GETTING YOUR STORY USED

Many publicity stories distributed to the press, radio and television end up in the wastebasket. The good ones get used as received or they may be rewritten by the editor... but they do appear.

The following are some points to help get your story used. Make sure:

1. That your story contains something of interest to local residents.
2. That there is enough substantial material to make it newsworthy.

3. That it is timely.
4. That the media does not have a policy against publishing articles of this nature (example: stories of "routine" personnel, appointments; religious or political opinions, unless from a well-known newsmaker; routine organizational achievements; solicitation of funds).
5. That it is not disguised advertising.
6. That the story is not fake or dishonest in its statements.
7. That the story contains no factual inaccuracies.
8. That it does not duplicate an earlier release.
9. That you or a responsible individual are available to provide other key story facts after the editor has received the article.
10. That your story reaches the appropriate editor at a particular news medium.

DECA PUBLICATIONS

NEW DIMENSIONS is the official publication of National DECA. In addition to articles of interest to all DECA members, a section is provided for contributions from local DECA chapters. Follow the rules for newspaper releases in submitting your articles for publication in NEW DIMENSIONS.

The CONNECTICUT DECA NEWSLETTER is the official publication of the Connecticut Association of DECA. The news of this publication is dependent upon the efforts put forth by the chapter reporters or correspondents. The newsletter coverage is effective only when DECA chapters and members submit news. Each District State Representative shall be the contact person for the newsletter.

The editors of the newsletter are always interested in receiving reports about the activities of your chapter, individual members, or former members.

In submitting news be sure to cover these points: WHAT, WHERE, WHEN, WHY, WHO and HOW. It is important to include all of these relevant facts because the editors can seldom write contributors for missing information in order to make a story acceptable from the standpoint of completeness.

PHOTOGRAPHS

Please send with your articles photographs which help to tell the story. Photos should be accompanied with an explanatory caption. Make sure that all persons are clearly identified. Send only clear sharp prints. Dark snapshots and prints with little contrast will not reproduce satisfactorily. Examples of activities that make news:

- Civic or school betterment projects or programs
- Involvement of business and civic groups
- Special awards and recognition either given or received by chapters or members
- Outstanding marketing project reports
- Fund raising projects
- Advisory committee activities
- DECA promotional events
- National DECA Week activities planned by chapters.

DEADLINES

If you have an article for publication in the newsletter, make sure you observe the copy deadline as set by the State Reporter.

CHAPTER NEWSLETTER

A newsletter can be the ideal medium for communicating information to your own membership or a special mailing list. It is especially appropriate for items that need to be announced to these groups, perhaps with special interpretation, but that may not be of interest to the general public. Like a letter to your family, your newsletter's appeal is in its personal touch.

HUMAN INTEREST: Translate facts into human terms. Slip them into profile and feature articles about people. You might appoint a "calling committee" to check on the activities of members. Nothing makes a straying member return like seeing his or her name in print.

READABILITY: Make articles as concise and easy to read as possible. Just because your space is limited, don't be tempted to crowd every inch of space with words. Allow adequate space for generous margins, headlines and setting off important items.

APPEARANCES: Don't let a small budget make your project so unattractive that your newsletter goes unread and even that small investment is wasted. Get bids on a professional printing job. The offset printing process makes extensive picture usage economically feasible. Even amateur polaroid snapshots can look amazingly professional. An attractive front page heading which an artist in your group might provide can be pre-printed in color at low cost.

For an inexpensive mailing, a number of sheets mimeographed and stapled together is the least expensive. An eye-catching yet simple heading, drawn with a stylus pencil, "dresses" the page as well as identifies the publication.

RADIO AND TELEVISION PUBLICITY

Millions of dollars and time are given by the broadcast industry every year for public service announcements. To merit a share of this crowded air time for DECA, your news must be good and appeal to a widespread audience. Before considering the use of radio or television for publicity, make sure that the event or activity you intend to promote is of significance to the community.

TYPES OF PROGRAMS

1. Spot announcements--These should be simple, and in a few words tell the story. Most spots run fifteen seconds to one minute. Find out what your station prefers.
2. Panel discussions--This can be an interesting program if the panel is alive and stays on the subject.
3. Interviews--Interviews, like panel discussions, can be dull unless carefully prepared. (A five minute interview between a Marketing Education Teacher/Coordinator, counselor, student and employer makes a good program.)
4. Skits--It takes skill to write a good skit. The audio-visual person in your school or drama teacher can help.
5. News documentaries--News documentaries are excellent ways to get coverage on human interest activities. Television stations are particularly interested in short, one to three minute human interest subjects for their news shows.

6. Debates--Activities such as debates on controversial issues quickly arouse interest. Radio, and especially television, are effective media for presenting these contests of ideas. (You might wish to involve vocational and community leaders in debates such as "Are vocational students better prepared for the real world of work?")
7. Demonstrations--Television offers you an excellent opportunity to demonstrate the skills and accomplishments of your students (e.g., sales demonstrations or school store operations).

"THANK YOU" AFTER THE PUBLICITY

Everybody likes to be appreciated. One of the best public relation rules is a simple "THANK YOU." People in communications fields tend to become cynical, as they are 'great guys' when needed, but unknown shortly. Either phone or write, but thank them for their help. An invitation to a special DECA function is not a bad idea! (End of year function)

PUBLIC SPEAKING

The "personal touch" of giving speeches to community groups, writing personal letters and holding assemblies is an extremely effective means of reaching the public. The DECA chapter advisor or DECA member(s) could speak before some of the following types of groups on behalf of the Marketing Education Program or DECA Chapter.

Advisory Committee	Social Agencies
Rotary Club	Teachers
Secretary of the	School Board Members
Chamber of Commerce	(if permissible)
Parents	Parent-Teacher Association
Managers	Employment Service
Owners	Local service organizations,
Supervisors	such as Lions Club, Kiwanis Club,
Employees	Business and Professional
Students	Women's Club
School Assemblies	Newspaper and Magazine Editors
Hobby Groups	Managers of Local Radio
Religious Groups	and TV Stations
Administrators	Faculty Meetings
Veterans Groups	Youth Organizations
	Sales and Marketing Executives

SUGGESTED IN-SCHOOL ACTIVITIES

1. Parents-Faculty Program: feature displays showing various activities of Marketing students. Include also a description of the functionings of the program.
2. Who's Who in Marketing Education: include a picture of an Marketing Education student in each issue of the school newspaper and tell where he/she works and a little bit about his/her future plans.
3. Marketing Education News: have a column in each issue of the school newspaper, possibly written by the students, describing recent events in Marketing Education and DECA.
4. Assembly Programs: acquaint the student body and faculty with the Marketing Education Program.
5. Window Display: almost every school has a showcase which can be done by an Marketing Education student to advertise the Program.
6. Faculty meetings: a good place to introduce your program to new faculty members.
7. Fashion shows: put on by DECA members are illustrative of the kind of training which Marketing Education provides.
8. Open House: make use of school open houses to exhibit Marketing Education activities to parents and future students.
9. Career Booklet: could be prepared by Marketing Education students to be distributed before recruitment of following year's students.
10. Marketing Education Newsletter: could be written and printed by the students for in-school distribution.

SCHOOL PERSONNEL AND PUBLIC RELATIONS
FOR THE DECA CHAPTER ADVISOR

1. Invite principals, counselors, office personnel and school nurse to your department for a personal tour. Use them for "customers" in role playing for sales demonstrations.
2. Invite counselors to go with you to visit training stations at least once a year.
3. Invite principals and counselors to The Annual Employer-Employee Banquet, open house or any other functions regarding your department.
4. Inform all school personnel of any honor received by your students through special announcements, hand-written notes in mailboxes, signs on general bulletin boards, etc.
5. Use other teachers (speech, English, etc.) to assist your students in public speaking or contest preparation. Be sure to thank them verbally and written, for their assistance.
6. Volunteer to assist school personnel with committee work: classroom representative, testing time, sponsoring school trips, etc.
7. For new teachers in the building, take a special time to acquaint them with your program.
8. Make special presentation to teachers (carnations on birthdays or other special recognition).
9. When you have fund-raising activities, occasionally leave a "free" box of candy for office personnel, in the lounge, etc. with a little sign "Compliments of DECA."
10. Remember the cafeteria workers; they see your students daily and can often help you recruit students.
11. Congratulate coaches on victories; attend their games and comment on their activities. Also remember speech, choir, band and all other departments of your school who have school functions. Make special posters for events for them.
12. Work with all teachers in planning special weeks or months during the year; also in preparing display cases and signs. Remember to congratulate them and their students when they receive special honors.
13. Share special speakers to your class with other teachers.
14. Work with other vocational teachers in planning special publicity for the newspaper, school paper, TV and radio.

15. Remember your school secretaries and other office personnel in a special way sometime during the year. These people take your phone messages when you are out of the building and assist you in innumerable ways.
16. Work with your librarians for special displays in the library; and work with them in ordering books and materials for your program.
17. Occasionally offer to prepare a bulletin board for your program for the library.
18. Use the library classroom occasionally for slide presentations to various groups.
19. Remember the special education teachers in your building; these people have students who work outside the school and often they can refer employers who will be willing sponsors.
20. The art department of your school can often help you with signs, banners and displays. Take time to visit their department to see their work, and ask to display it in your room or office.

SUGGESTED OUT-OF-SCHOOL ACTIVITIES

1. NEWSPAPER ADVERTISING possibly paid for by participating merchants.
2. EDITORIALS on the education page of the local newspaper.
3. ADVISORY COMMITTEE members can be helpful in promoting the program among their colleagues.
4. RADIO PROGRAMS in which Marketing Education students participate.
5. TELEVISION, especially the educational stations are interested in programs.
6. SERVICE CLUBS such as the Lions and the Elks are always looking for speakers.
7. LETTER INSERTS could be put in school mailings or maybe a participating merchant would put a letter in their billings.
8. BILLBOARDS at the entrance to town or elsewhere provide a widely exposed media for advertising.
9. SLIDES of student activities within the program can be shown to local groups.
10. WINDOW DISPLAY - local business leaders will occasionally give up window space for educational matters.
11. CAKE SALE by DECA.
12. NEWSPAPER COLUMN in the local newspaper written by students.
13. BOOTHS at local fairs.
14. Marketing Education NEWSLETTER mailed to parents and businessmen.
15. BUTTONS worn by students and coordinators arouse interest. An example is, "ASK ME ABOUT M.E."
16. GIFT WRAPPING CLASSES before Christmas could even be taught by students. These classes could be given during school hours for interested adults.
17. BOSS of the MONTH: select a participating merchant and publish his/her picture with the student worker in the local newspaper.
18. MARKETING EDUCATION DAY: declare a day as Marketing Education Day with the aid of local merchants and newspapers.
19. FOLLOW-UP STUDIES: publish results and possibly compare with non-Marketing Education graduates.
20. POSTERS can be placed in bank windows, etc.
21. YEAR END REPORTS could be published or duplicated and mailed out.
22. RECOGNITION DAY just prior to student selection: publish pictures of all Marketing Education students with their names and employers in local newspaper.
23. PHOTOGRAPHIC EXHIBITS of Marketing Education labs and training stations.
24. AFFILIATE WITH CHAMBER OF COMMERCE for community involvement.
25. VIDEOS of students seeking employment or on the job, in class, are often of interest to community groups.

MARKETING EDUCATION ADVISORY COMMITTEES

The Marketing Education Program in the high school should have an active Advisory Committee, composed of individuals familiar with the local community, marketing trends, employment needs and training strategies. Such a committee is extremely valuable.

Advisory Committees drawn from the community can validate and promote Marketing Education Programs in ways that professional educators alone can never do. These committees form the primary link between marketing education and the community and can provide advice and assistance which is not easily obtainable elsewhere.

They are organized for purely advisory purposes, however, and should not be given power to make policy decisions regarding the administration of marketing education. An advisory committee has accomplished its mission when recommendations are submitted -- recommendations based on careful assessment, investigation or surveys. The implementation, modification or rejection of these recommendations rests with the school administration and its board.

Purpose: A Marketing Education advisory committee is to provide a link between the community and school for the purpose of maintaining and improving marketing education programs to prepare ALL STUDENTS WITH BETTER FUTURES.

Definition: An advisory committee is a group of individuals from outside the field of education with specific knowledge and expertise organized to advise educators on the world of work. Two types of advisory committees are:

1. Total general program or "umbrella" committees concerned with the overall vocational program. (i.e., Master Committee)
2. Individual program committees concerned with one specific program or family of occupations. (Marketing)

Elements: Those elements and suggested guides for quality local advisory committees identified as:

1. Membership
2. Functions
3. Operations
4. Assistance
5. Teachers and Administrators
6. Students
7. Community

STANDARDS FOR LOCAL MARKETING EDUCATION ADVISORY COMMITTEES
ELEMENTS OF QUALITY

1. Membership: Membership of the program advisory committee vary in the scope of qualifications and number of people needed. Consideration of membership includes the following:
 - a. Qualifications -- The advisory committee should include lay people from the community who possess expertise and work experience necessary to meet the purpose and to carry out the functions of the community.
 - b. Selection -- The advisory committee members should be appointed by the Board of Education from nominations made by the administration in consultation with the marketing education coordinator or vocational instructor.
 - c. Number -- The size of the Marketing Education advisory committee must be determined locally. Consideration should be given to the function of the committee, size of program and size of the community.
 - d. Term -- A systematic procedure of replacement of members should be established. The membership terms should be staggered to allow for new members while retraining some experienced representatives who help maintain continuity.
2. Functions: The basic functions of the advisory committee vary by scope of involvement and are as follows:
 - a. Advise on the development of long-range and annual plans for marketing education.
 - b. Suggest development of new programs/units.
 - c. Promote Marketing Education in the schools and community.
 - d. Aid in implementing a quality Marketing Education Program by providing in-service opportunities.
 - e. Help on reviewing course content to insure it meets the changing needs in the "real world" of work.
 - f. Recommend physical facilities and adequacy of equipment necessary for the Marketing Education Program.
 - g. Assist in providing current occupational information for student counseling purposes.
 - h. Help in determining local job opportunities.
 - i. Suggest development of program standards for initial employment of program completer.

- j. Aid in obtaining instruction resources.
 - k. Coordinate human resource needs with local Labor Department representative.
3. Operation: Operation of program committee includes the following components:
- a. Policies and Procedures -- An outline of policies and procedures should be developed locally. Policies should include the minimal procedures needed for efficient and effective Marketing Education committee operation.
 - b. Officers -- Officers should be lay people elected by the committee from the committee membership. The chairperson should work closely with the school, preside at meetings, appoint subcommittees and represent the committee to other groups. It is recommended that the officers be a chairperson, vice-chairperson and secretary. The secretary may be the Marketing Education Teacher/Coordinator.
 - c. Number of Meetings -- The number of meetings should be determined locally, based upon the criterion of necessity. It is recommended that quarterly meetings be held.
 - d. Agenda -- An agenda should be formulated and distributed to the membership and interested persons prior to the meeting. The agenda is the responsibility of the elected officers and the Marketing Education Teacher/Coordinator.
 - e. Minutes -- The minutes should be recorded for each meeting, distributed to the membership, filed in the administrative offices, and made available to the administration and the Board of Education.
 - f. Committee Reports -- The Marketing Education advisory committee should submit a brief annual report to the Board of Education stressing recommendations for improving the program.
 - g. Committee Goals and Objectives -- The Marketing Education advisory committee should develop annual goals and objectives and review them periodically.
4. Assistance:
- a. Teachers and Administrators
- 1. Evaluate programs
 - a) Advise on relevancy of training to life situations.
 - b) Review curriculum and objectives of Marketing Education Program.
 - c) Review adult classes.
 - d) Secure opinions from business - industry people.
 - 2. Assist in preparation and selection of programs.
 - a) Establish need for program and/or courses.
 - b) Review texts and resource materials.

3. Recommend speakers or on-site visitations.
 4. Provide financial and legislative support.
 - a) Arrange for donations (equipment, supplies, etc.)
 - b) Support administration at all levels for needed appropriation.
 - c) Support state and national legislation affecting vocational education.
- b. Students
1. Secure training stations.
 2. Assist in placement.
 3. Aid the Distributive Education Clubs of America (DECA) local chapter.
 - a) Suggest means of raising organization funds.
 - b) Secure speakers.
 - c) Provide financial aid for members to attend state or national conferences.
 - d) Serve as judge for local DECA competitive activities.
 - e) Attend installation ceremony of local officers.
 - f) Attend district, state and national conferences.
 4. Establish scholarships and criteria for awards for outstanding and/or deserving students.
 5. Help plan special events.
 - a) Marketing Education/DECA Week.
 - b) American Education Week.
 - c) National Student Organization Week.
 - d) Banquet for employers and other social events.
 6. Recommend policies for cooperative program.
 - a) Review child labor laws and review local regulations for employment of students.
 - b) Aid in formulation of guidelines for identifying students to be enrolled and for releasing students for employment.
 7. Help secure equipment, supplies and instructional materials.
- c. Community
1. Identify community needs
 - a) Surveys
 - b) Public Meetings
 - c) Interpret human resource studies conducted by other agencies and businesses.
 2. Serve as guest speaker or recommend resource persons.

3. Provide public relations service.
 - a) Interpret program to community.
 - b) Arrange for exhibits at meetings and in display area.
 - c) Prepare materials for distribution.
4. Plan special events.
 - a) Coordinate marketing education events with community special events.
 - b) Encourage special cooperative projects.

MARKETING EDUCATION ADVISORY COMMITTEES THAT WORK WELL

Advisory Committees are effective when:

- ... the advisory committee's duties and purposes are made clear (These should be worthy of the members, not cumbersome, clerical or beyond the capability of the group).
- ... the advisory committee's responsibility is made clear (the more responsibility a committee is given, the more responsibly it will act).
- ... the members are selected to assure achievement of the stated objectives (The members should also know how and why they were chosen).
- ... the appropriate procedures for prompt and meaningful action are accepted.
- ... the members accept their appointments seriously and attend and participate in meetings.
- ... the interchange of ideas is free and members consider themselves to be co-equal partners in a worthwhile endeavor.
- ... the agenda is based on concerns which members consider important.
- ... the members get support from staff and recognition from all levels of the educational system.
- ... the members have or get firsthand familiarity with the program operation they are advising.
- ... the sub-committee system is utilized.
- ... the problems that are faced require a wide divergence of information and careful judgement unavailable in any single individual.
- ... the individual members have ample opportunity to participate.
- ... the results are interpreted to the members (feedback fosters a sense of accomplishment and assures a steady course).
- ... the advisory committee evaluates its work periodically.

Marketing Education Advisory Committees That Work Well...(cont.)

Effective Advisory Committees are needed in Marketing Education Programs. They often have such functions as follow:

- ... to speak on behalf of employers and employees from specific occupational areas.
- ... to serve as a communication channel between the school and occupational groups in the community.
- ... to list the specific skills and suggested related and technical information for the program and courses required for entry into and promotion within a career area.
- ... to advise on changing needs of a dynamic job market and new opportunities for students with special training.
- ... to assist, advise and provide necessary support to the activities of the local DECA chapter.
- ... to assist in developing and implementing plans to attract young men and women into the Marketing Education Program and Marketing Industry.
- ... to assist in the evaluation of program effectiveness as it relates to the business community and marketing industry.
- ... to advise on the type of skills, knowledge and attitudes needed to prepare students for entering into a specific occupation.
- ... to suggest ways for improving the dissemination of program information to potential students and employers.
- ... to assess program needs in terms of the needs of the community and marketing industry.
- ... to assist in long-term planning.
- ... to identify community resources, i.e., training stations.

CHECK LIST FOR EFFECTIVELY UTILIZING
MARKETING EDUCATION ADVISORY COMMITTEES

The Marketing Education Teacher/Coordinator and/or Chairperson should:

1. Provide a handbook for each member explaining the purpose, operation, by-laws, goals and objectives of the advisory committee and the functions members are expected to perform.
2. Provide parking arrangements for members to facilitate attending committee meetings at the school.
3. Schedule advisory committee meetings at a time convenient for all members to attend.
4. Send a reminder letter along with a preliminary agenda of the coming meeting to each member about two weeks before a scheduled meeting and invite suggestions for inclusion on the agenda.
5. Run the committee meetings on an organized time schedule and hold to this schedule.
6. Encourage the members to visit the school whenever possible, particularly the classes with which the committee is involved.
7. Send a letter over the signature of the school's leading administrator, officially notifying each lay member of his or her appointment to the advisory committee.
8. Invite the members to school functions such as graduation, open house, special exhibits, athletic events and plays.
9. Establish and maintain a climate of informality at committee meetings, encouraging a full interchange of information.
10. Continually inform the members about events concerning marketing education at the local, state and national levels.
11. Invite committee members to serve as guest lecturers in order to demonstrate special techniques or skills, or to discuss current practices in a particular occupation.
12. Work through committee members to arrange a conducted tour of marketing facilities for school field trips.
13. Mail each member a copy of the minutes of the committee meeting as soon after the meeting as possible.
14. Make a reminder call to each member during the morning of the scheduled committee meeting.
15. Whenever possible, have the advisory committee membership include a student, a graduate and a parent.
16. Plan to hold at least one luncheon meeting per year at a restaurant, if convenient, for the members of the committee.

MARKETING EDUCATION ADVISORY COMMITTEE P O W E R CHECKLIST

Items to be completed by Chairperson or Marketing Education Teacher/
Coordinator.

P--P R E P A R A T I O N

- ☐ Contact members two weeks prior to meeting
- ☐ Confirm reservations for meeting place, speakers, etc.
- ☐ Prepare agenda identifying topics and persons responsible
- ☐ Arrange for any equipment or materials needed
- ☐ Prepare or secure progress reports
- ☐ Mail minutes of last meeting to members
- ☐ Call members on day before meeting

O--O R G A N I Z A T I O N

- ☐ Arrive 15 minutes early to distribute agendas, etc.
- ☐ Be prepared to call meeting to order on time
- ☐ Collect written copies of committee reports
- ☐ Anticipate responses by "knowing" your committee
- ☐ Finalize plans for next meeting

W--W O R K A B L E

- ☐ Do all members know what their jobs/duties are on the Marketing Education Advisory Committee?
- ☐ Did everyone report on the status of their respective projects?
- ☐ Were previous recommendations implemented or evaluated?
- ☐ Were all areas of program addressed by various members of the committee?
- ☐ Were consultants, guests, speakers introduced properly?
- ☐ Did everyone understand information presented?
- ☐ Were only relevant issues discussed?
- ☐ Were discussions summarized and committee action taken?
- ☐ Are minutes being recorded and filed?

E--E V A L U A T I O N

- ☐ Did the meeting begin on time?
- ☐ Did the committee adjourn on time?
- ☐ Did the committee meeting specifically accomplish something, solve a problem, or assign the matter to someone for study with a time set for reporting back to the group?
- ☐ Did the committee "chew the fat"?
- ☐ Was everyone involved?
- ☐ Are minutes being filed for future reference and documentation?

R--R E C R E A T I O N O R R E C O G N I T I O N

- ☐ Refreshments or meal preceded or followed meeting
- ☐ Tours of school facilities or industries were conducted periodically
- ☐ Certificates, public assembly recognition of member, and/or news coverage of performance was accomplished

SAMPLE

INVITATION TO SERVE ON MARKETING EDUCATION ADVISORY COMMITTEE

LETTERHEAD STATIONERY FROM SUPERINTENDENT'S OFFICE
OF LOCAL DISTRICT

September 23, 19__

B. Successful
Wright Shop
Convenient Shopping Center
Yourtown, USA 00000

Dear (full name):

The (name of school) Board of Education takes great pleasure in welcoming you as a member of our Marketing Education Advisory Committee. Your appointment to serve a (number) year term was approved by the board at its (month) meeting.

The (program) Teacher/Coordinator, (name), has provided some materials which describe the local program. You might want to examine these materials prior to the first committee meeting. The (program) Advisory Committee will meet at (specific street address--directions to location--map) at (specific time, day of week, and date). An agenda is enclosed.

Thank you for joining other business, industrial and community leaders of (Yourtown, USA) who have become members of our advisory committees. The following persons will also be serving on the (program) advisory committee: (names, titles, firm or agency representing).

Please feel free to call upon me if I can be of service to you. We will carefully consider any suggestions or recommendations which might be forthcoming from the advisory committee's deliberations.

Sincerely,

Do Moore, Superintendent

Enclosure

SAMPLE

LETTER TO NEW MEMBERS OF THE
MARKETING EDUCATION ADVISORY COMMITTEE

LETTERHEAD STATIONERY FROM SUPERINTENDENT'S OFFICE
OF LOCAL DISTRICT

September 23, 19____

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Wright Shop
Convenient Shopping Center
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Dear (full name):

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Sincerely,

Do Moore, Superintendent

Enclosure

SAMPLE

SECOND MARKETING EDUCATION ADVISORY COMMITTEE MEETING
USE HIGH SCHOOL (PROGRAM) STATIONERY

January 17, 19,___

B. Successful
Wright Shop
Convenient Shopping Center
Yourtown, USA 00000

Dear Bea:

Thank you for your suggestion that we include discussion of trade journal articles in our classroom presentations. We appreciate the fine materials you have made available to our students.

Enclosed is a copy of the minutes from our last Marketing Education Advisory Committee meeting which was held October 14, 19--. Notice that we plan to meet in the Marketing Education classroom at the high school for our spring semester meeting which is to be held Thursday, February 7, at 7:30 p.m.

You might want to preview the information sheets which you received at our last meeting. The enclosed agenda includes time allotted for questions or suggestions which you might have concerning those information sheets.

Since the committee will be considering "Training Station Selection and Development," our chairperson, Ms. Alright, asked me to remind the members to jot down any recommendations they might have. Your ideas will be most helpful in matching prospective enrollees with appropriate training stations.

Mr. Goodfellow has invited the committee to adjourn to the bank's conference room for refreshments following the meeting.

We hope to see you at 7:30 p.m., Thursday, February 11.

Sincerely,

Coordinator's Name
Advisory Committee Secretary

Enclosures

SAMPLE

SECOND MARKETING EDUCATION ADVISORY COMMITTEE MEETING

USE HIGH SCHOOL (PROGRAM) STATIONERY

January 17, 19,___

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Convenient Shopping Center
Yourtown, USA 00000

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We hope to see you at 7:30 p.m., Thursday, February 11.

Sincerely,

Coordinator's Name
Advisory Committee Secretary

Enclosures

SAMPLE

AGENDA
MARKETING EDUCATION ADVISORY COMMITTEE
Yourtown, CT 06000
October 14, 19____
7:30-9:00 P.M.

- I. Introductory Remarks -----(15 minutes)
 Ice breaker; introduce self, school officials, members
- II. Overview of Marketing Education Program -----(One hour)
 Teacher/Coordinator gives course outline, purposes,
 procedures (20 minutes)
 Student organization officer gives fact sheet or presentation
 of program of work (5-10 minutes)
 State supervisor teacher-coordinator gives unique
 characteristics of program (10 minutes)
 Student leads tour of equipment and facilities (10 minutes)
- III. Committee Activities----- (15 minutes)
 Elect chairperson, vice-chairperson, secretary
 Distribute guidelines, purposes, charge, membership
 certificates
 Set time, place, purpose of next meeting
- IV. Adjourn----- (5 minutes)
- V. Refreshments

SAMPLE

AGENDA
MARKETING EDUCATION ADVISORY COMMITTEE
Yourtown, CT
February 7, 19____
7:30-9:00 P.M.

- I. Introductory Remarks by Chairperson------(5 minutes)
 Ice Breaker
 Purpose of Meeting
 Announcements (next meeting's time, place, purpose)
- II. Minutes of Previous Meeting------(5 minutes)
 Overview of last meeting
- III. Unfinished Business-----Overview of Program------(15 minutes)
 Group and individual study materials
 Placement of students
 Projects undertaken
- IV. Priorities-----One of the following------(35 minutes)
 Training Station Selection Criteria
 Student Selection Criteria
 Student Organization Projects or Functions
 Committee's Response to Program Overview
 Training Plan Development
- V. Program Feature------(15 minutes)
 Students present opening/closing ceremony, DECA Chapter
 business procedures, emblem, creed, motto, projects
 Committee tours training station
 Preview films, materials, equipment
 Students demonstrate job skills acquired
- VI. Announcements/Adjournment------(5 minutes)
 Give time, place, purpose of next meeting

SAMPLE

MARKETING EDUCATION ADVISORY COMMITTEE
SUGGESTED MONTHLY ACTIVITIES

AUGUST-SEPTEMBER

- Stress advantages of participating.
- Explain how the Marketing Education Program works.
- Types of students
- Hours a week
- Rate of pay
- Relationships to coordinator and student
- Time and red tape involved
- Credits
- Curriculum overview
- School rules

Integration of student organization DECA.

Discuss Labor Laws involved.

Interpret school policies.

Introduce techniques of supervision.

- Induction
- Morale

Go over content of orientation unit.

- Classwork application
- Progress on the job

Review production report and its purpose.

Plan DECA Program of Work.

OCTOBER-NOVEMBER-DECEMBER

Discuss follow-up as a technique of supervision.

Go over contents of unit(s) being studied.

- Classwork application
- Progress on the job

Review use and purpose of progress report.

Encourage evaluation by supervisor.

- Self evaluation
- Student evaluation

Go over content of unit(s) being studied through Christmas.

- Classwork application
- Progress on the job

Study ways student may develop on the job.

Discuss ways of seeing how student performs.

Use supervisor as guest trainer for part-time student-learner employees.

Interpret school policies regarding time off Marketing Education student-learner.

Carry out DECA plans.

JANUARY-FEBRUARY-MARCH

Arrange downtown showing of Marketing Education film/video.
Enlighten supervisor on DECA Competitive Events.
Review progress during the semester.
Retrain on progress report.
Start How-To-Train Class for supervisors.
Encourage attendance at employer-employee function.
Invite supervisor to cooperate in classroom activity.
Give public recognition to supervisor at Employer-Employee Banquet.
Retrain on practices needing adjustment.
Follow through on How-To-Train Class.
Point the way towards permanent employment of Marketing Education student-learners.
Participate in District/State DECA competition.

APRIL-MAY-JUNE

Get overall evaluations
- of student
- of training supervisor
- of cooperative relationships
Clear the way for summer employment
- of Marketing Education student-learners
Continue to build good relations between supervisor and coordinator.
Plan and prepare for next year's program.
Evaluate program of work.
Prepare End-of-Year Report.

A BRIEF HISTORY OF CONNECTICUT DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

Historical records document that Connecticut was chartered as a State Association of the Distributive Education Clubs of America in 1953. Actually, the origins of DECA in Connecticut reach farther back in time. In 1941 Connecticut's Commissioner of Education, Dr. Alonzo Grace became the first state educator to categorically budget funds for what was then known as Distributive Education. Through this allocation for Distributive Education, James A. Dorsey was hired as the first State Supervisor for this instructional area on January 1, 1942.

By 1946 a number of Distributive Education Programs had taken root in such high schools as New Britain, Hamden, Greenwich, Meriden and Middletown. During the 1945-46 school year the national organization of DECA was founded. Although a number of organizational meetings were held in Connecticut for the purpose of starting DECA, it wasn't until 1952 that official chartering procedures were initiated.

In 1951, Helen B. O'Donnell, a teacher coordinator at Middletown High School was hired as an Associate Consultant for Distributive Education. In retrospect, it surely was her enthusiasm and drive that sparked Connecticut's movement towards national affiliation. As State DECA Advisor from 1952-53 through 1968-69, Mrs. O'Donnell molded Connecticut into a model State DECA Association. Although programs were increasing throughout her tenure, it is important to remember that Distributive Education programs were few in student numbers.

One of the early successes of Connecticut DECA was in the area of national officers. At the National Leadership Conference in San Antonio, Texas in 1954, Joseph Gallagher of Greenwich High School became the first National Officer ever elected from Connecticut. As you will note Connecticut has had remarkable success in having their student leaders elected to these high DECA offices. Here is a list of all the National DECA Officers from Connecticut from 1954 through 1989, (HS - High School, JC - Junior Collegiate, COL - Collegiate):

<u>Year of Service</u>	<u>Name of Nat. Officer/Div.</u>	<u>Title of National Office</u>	<u>School</u>
1954-55	JOSEPH GALLAGHER (HS)	Vice President Northeast Region	Greenwich H.S.
1955-56	CARL NEMETZ (HS)	Vice President Northeast Region	Greenwich H.S.
1956-57	RONALD BARNES (HS)	Parliamentarian	Greenwich H.S.
1956-57	JAMES KOLOK (HS)	Vice President Membership	Stamford H.S.

<u>Year of Service</u>	<u>Name of Nat. Officer/Div</u>	<u>Title of National Office</u>	<u>School</u>
1956-57	ROBERT JOHNSTON (HS)	Vice President Northeast Region	Greenwich H.S.
1957-58	MICHAEL TOMASELLO (HS)	Vice President Northeast Region	Greenwich H.S.
1958-59	MICHAEL TOMASELLO (HS)	Vice President Membership	Greenwich H.S.
1958-59	PETER ZAWACKI (HS)	Vice President Northeast Region	Stamford H.S.
1959-60	JOSEPH FERRARO (HS)	Vice President Membership	Greenwich H.S.
1959-60	ELAYNE WACHTER (HS)	Vice President Northeast Region	Stamford H.S.
1961-62	LEONARD TOMASELLO (HS)	Vice President North Atlantic Reg.	Greenwich H.S.
1962-63	WILLIAM HILL (HS)	Vice President North Atlantic Reg.	Greenwich H.S.
1962-63	DONALD CHAPUT (JC)	Vice President North Atlantic Reg.	Central Conn. State College
1964-65	MICHAEL ANGELASTRO (HS)	Vice President North Atlantic Reg.	Greenwich H.S.
1964-65	KATHLEEN DANILA (JC)	Vice President North Atlantic Reg.	Central Conn. State College
1966-67	PATRICIA NIEMI (JC)	Vice President North Atlantic Reg.	Central Conn. State College
1969-70	PATRICIA McARDLE (HS)	Vice President North Atlantic Reg.	Greenwich H.S.
1970-71	DENNIS FERGUSON (COL)	Vice President North Atlantic Reg.	Central Conn. State College
1973-74	STEPHEN HOAG (COL)	President	Central Conn. State College
1974-75	CORINNE PARKER (HS)	Vice President North Atlantic Reg.	Shelton H.S.
1980-81	KATHLEEN J. WHITMEYER (HS)	Vice President North Atlantic Reg.	New Fairfield H.S.
1988-89	KENNETH J. CARNEY (HS)	Vice President North Atlantic Reg.	West Haven H.S.

In contrast to the success Connecticut enjoyed having their national candidates elected, our state did not fare well on the national level in competitive events in those early years. In fact, it was not until DECA's Tenth Anniversary National Leadership Conference in St. Louis, Missouri in 1957 that Connecticut finally placed in the top three in a competitive activity. Caroline Francefort of Greenwich High School took Third Place in Advertising Layout and Copy Writing. From that point on, it didn't take long before Connecticut began to win its share of events each year.

Although Mrs. O'Donnell was not the kind of leader to take credit for the success of DECA, it is worthy of note that the most outstanding period of national competitive event success for Connecticut occurred in her last few years as State DECA Advisor. During that time Connecticut won six National First Place Awards, six National Second Place Awards, four National Third Place Awards and twelve National Honor Awards (places fourth - eighth).

At the outset of the 1969-1970 school year, John J. O'Brien became the State Consultant for Distributive Education and under his leadership the number of DECA Chapters in Connecticut increased significantly. With the growth of Distributive Education in Connecticut, it was necessary to find a person who would give our students that same personal touch as Mrs. O'Donnell. In 1972, Harry Cunha who was a professor at Middlesex Community College assumed the duties of State DECA Advisor. Mr. Cunha, a man of outstanding organizational skills, took Connecticut DECA in hand and began a period of incredible membership growth.

In 1975, Ronald J. DeGregory assumed the duties of State DECA Advisor. In his first four years in that position, Connecticut DECA membership more than doubled, becoming the largest vocational student organization in Connecticut. Since 1980, Mr. DeGregory has doubled as State Consultant for Marketing Education (Distributive Education became Marketing Education in 1982) and State DECA Advisor. He becomes the first person since 1954 to hold both positions simultaneously.

Although the number of Marketing Education Programs in Connecticut has declined in the 1980's, Connecticut has maintained its DECA membership of 3,000 members. For almost 40 years, Connecticut DECA has been serving the future retailers, managers and marketing professionals of our state.

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

DECA is part of the Marketing Education Program curriculum. It should not be classed as "extracurricular" activities. It is an integral part of the Marketing Education Program and is equal in importance to both classroom instruction and job-related experiences. However, DECA should never become the focal point of the Program, nor should it exceed its intended role in program support.

DECA is the acronym for Distributive Education Clubs of America--the national vocational student organization for the Marketing Education Program. DECA has become synonymous with the Marketing Education Program, and for many years the DECA diamond logo was the only graphic symbol the Program had. DECA was the program's chief identifier and the only unifying branch that all states could agree upon. Most administrators and teachers will agree that keeping DECA in its proper balance ongoing with the other phases of the program is a challenge, and the mark of a professional educator.

PURPOSES OF DECA ORGANIZATION

Connecticut has four levels of DECA organization. Each level serves a slightly different purpose.

THE LOCAL CHAPTER

The heart of the organization is the local chapter. Each high school unit is entitled to be a local chapter organization. If there is more than one unit in a school, each may form a separate chapter. However, all units may combine into one chapter to represent the entire school.

Every student enrolled in the Marketing Education Program is eligible for DECA membership. Membership should never be mandatory as a requirement of enrollment in the Program, but it should be encouraged. The purpose of individual membership is to give the opportunity for developing leadership skills and professional development activities in support of marketing careers. A general requirement--essential element--of all vocational programs is the opportunity to develop leadership skills and prepare for effective citizenship. DECA membership and participation is the major method of meeting that essential element in the Marketing Education Program.

Students elect their own officers, plan their program of work, decide on the social activities, and choose the community involvement projects that form the major purpose of the local chapter. The Teacher/Coordinator is the chapter advisor. Membership dues are mainly for state and national affiliation, but the local chapter may also assess dues as an option. Meetings are held on a regular basis and are called when it is necessary to conduct business. Because of the essential element requirement, holding business meetings during classroom time can be justified. However, many programs hold breakfast meetings before school so that limited classroom teaching time is used. The early morning breakfast meeting also means that most business people can attend and participate.

To carry out the program of work and activities, the local DECA chapter may organize itself into standing committees and ad hoc committees. This gives more opportunity for individuals to work together in small groups, to take leadership roles, and to assume responsibilities. Optional fund-raising activities give students an opportunity to work together for the common good of all and to make democratic decisions on budgets, finances and expenditures. DECA is participative management at work. It is democracy in action and provides unexcelled opportunities for individual growth and development.

THE STATE ORGANIZATION--CONNECTICUT ASSOCIATION OF DECA

The state organization is composed of all the local chapter members within the state. Officers are elected at the District and State level.

The state organization (1) elects officers to serve and represent the entire state, (2) sponsors final competition in the events to determine the best participants to represent Connecticut in the national events, (3) sponsors workshops on leadership training and career development, and (4) makes presentations and awards to supporters as well as the winners and runners-up of all events. The awards ceremony each year is the highlight and culminating event of the state conference.

The state officers not only represent Connecticut DECA members, but also carry out the program of work and public relations activities that are part of National DECA's leadership development concept.

THE NATIONAL ORGANIZATION--NATIONAL DECA

National DECA is composed of members from all 50 states, four U.S. territories, and parts of Canada. The National Career Development Conference is held in the late spring of each year. It has a format much like the state career conference to serve similar purposes. National DECA has its own officers, elected by the chartered Associations' delegates, and a national program of work and related activities.

The two major purposes of the National Career Development Conference are (1) recognition of the winners of the competitive events and (2) leadership/career development. Membership in the national organization gives students access to official publications, several nationally sponsored projects, official jewelry and related supplies, and support from many nationally prominent marketing organizations and corporations. The headquarters for National DECA are in Reston, Virginia, with a full-time professional staff for its many activities.

DECA'S DIVISIONS

The High School Division is the largest. It was established in 1948. Its goals include developing leadership qualities, self-confidence, self-acceptance, greater knowledge and appreciation for our free enterprise system and occupational competence in marketing. It is open to all high school students enrolled in any Marketing Education Program, but enrollment is through the state or territorial association.

The Junior Collegiate Division was established in 1961. Its name was officially changed to Delta Epsilon Chi in 1982. It is a student division for anyone enrolled in Marketing Education Programs in any postsecondary institution. Its purposes are (1) to develop respect for education in marketing and distribution which will aid in occupational competence and (2) to promote understanding and appreciation for our free enterprise system.

The Collegiate Division was established in 1970 primarily for students enrolled in teacher-education institutions, and especially for those preparing to become Marketing Education Teacher/Coordinators. It is a student support division whose purposes include (1) complementing and enriching the education of prospective Marketing Education Teachers/Coordinators, (2) aiding these students' responsibilities as DECA chapter advisors, (3) promoting and developing interest in Marketing Education and DECA, and (4) developing interest in Marketing Education for its role in contributing to occupational competence in marketing.

The Alumni Division was formed in 1967 as a support division for the entire DECA organization. It is open to all former DECA members. It has been the least successful of all the divisions, but it has tremendous potential for gaining the kind of support and public relations the entire program must have for future success. The Alumni Division in Connecticut plays a key role in the operation of our State Career Development Conference.

The Professional Division is open to all DECA chapter advisors, local and state supervisors, teacher-educators, and other support groups directly involved with Marketing Education and DECA. It provides direct communication with the DECA Board of Directors, and encourages support and assistance to the entire organization.

OTHER DECA ORGANIZATIONS

DECA Supply Service is the major source of all official DECA jewelry, blazers, stationery, trophies, plaques, certificates, ribbons, awards and other related items. A complete, updated list of catalog items and prices is found in the annual publication of the DECA Guide, available from DECA headquarters in Reston, Virginia.

DECA Related Materials is another branch of DECA that supplies competency-based events, the DECA Handbook, officer training materials, leadership development materials, recruiting aids, achievement certificates and many similar publications. They too, have a catalog and listing usually included in the annual issue of the DECA Guide.

BENEFITS OF DECA ORGANIZATION

As the official youth leadership organization, DECA has administrative support for its existence and operation. When Distributive Education was created as a vocational program in 1936, the local school was encouraged to form a youth club. The major concern then was that students who worked and went to school only a half day were denied the normal participation in extracurricular groups. This included athletics, music and social activities. The DE youth club's main purpose was social more than professional.

In 1948, seventeen states became the nucleus of the present-day DECA organization. Some states had participation in a Future Business Leaders of America--patterned after the FFA and FHA organizations for agriculture and homemaking programs. After a few years, all states had joined the national DECA organization, giving unity, strength and identity to a fairly new, young vocational program that was rapidly growing and expanding.

DECA's main purpose was to give professional leadership development and support to the local program. It wanted an image of professionalism more than just one of social activities, although the latter were important. Today, DECA's benefit is to the student, the school, the marketing community and the national economy.

BENEFIT TO THE STUDENT

The major benefit of DECA membership and participation to the individual student is both leadership and citizenship. It is just as important to be an active follower and participant as it is to be an elected leader. Students learn to participate in a democratic organization, to accept responsibility, to carry out appointed duties, to be part of a team and to develop as an individual. DECA provides social, community, school and professional career opportunities. It is much more than "fun and games" activities. When properly organized and operated, it is the ideal support for the total curriculum.

BENEFIT TO THE SCHOOL

The major goal of public education is to produce students who not only have a substantive education but are also good citizens, well adjusted, with personal skills and attributes. DECA is instrumental in providing citizenship training, leadership skills and student involvement in beneficial projects and activities in and around the school. DECA provides a showcase for student achievements through competitive events and the employer-employee appreciation banquet. Students who have participated in DECA chapter activities throughout the year are better adjusted in their career choices than those who have not had that opportunity.

BENEFIT TO THE BUSINESS COMMUNITY

The majority of employers agree that Marketing Education pays off in reduced training costs for the business. Students who have had one or more years of Marketing Education are better prepared to work, are better adjusted to the workplace, and have greater expectations on the job and in their careers. Employers can see the immediate benefit because they are involved in the students' training programs. They serve as judges in the competitive events and see how students can perform under pressure and think through problems that they will face in marketing.

BENEFIT TO THE NATIONAL ECONOMY

DECA stresses the benefits of our American free enterprise system. Those who participate in DECA activities have developed a stronger philosophy about the advantages of free enterprise. They have learned the strengths of competition and the free marketplace. Since marketing is so vital to our country's economic well-being, DECA is helping produce future leadership that will carry on the skills and accept the responsibilities of marketing.

ROLE OF THE DECA ADVISOR

The role of the Teacher/Coordinator as advisor for a local DECA chapter is recognized as a co-curricular responsibility whose principal value lies in use of the vocational student organization as an instrument of teaching and motivation. YOU, as an active and involved DECA advisor, will be a major key to a successful DECA chapter. It is important that you recognize the benefits which may accrue to DECA members and that you provide encouragement and support to your DECA chapter through the following duties and responsibilities:

1. Develop a respect among DECA members for education in marketing as it contributes to occupational competence.
2. Promote understanding and appreciation for the responsibilities of citizens in our private competitive enterprise system.
3. Organize a DECA chapter and develop a program of appropriate student activities.
4. Assist members in developing a Program of Work and guiding them to completion.
5. Encourage all members to share in the responsibility and work whereby doing their part to insure a successful program.
6. Teach DECA members to use parliamentary procedure in group meetings.
7. Plan DECA activities for Vocational Understanding, Social Intelligence, Civic Consciousness, and Leadership Development.
8. Teach students to manage the financial affairs of a DECA Chapter and to keep adequate records.
9. Prepare DECA members to hold office and to coordinate their activities while in office.
10. Prepare DECA members for participating in competitive events at the local, district, state and national levels.
11. Plan and supervise local, district and/or state DECA conferences.
12. Manage the public relations activities for DECA at the local level.
13. Coordinate DECA activities with sponsors of other student organizations in the school.
14. Utilize the DECA chapter as a leadership training device.
15. Keep abreast of new developments in DECA and call them to the attention of the members.

ORGANIZING AND OPERATING A NEW CHAPTER

MAKE THE DECISION

It is easy to rationalize that organizing a DECA chapter is something that can wait until next year. The first decision you make is that DECA is a part of the curriculum and a part of your program. The DECA chapter needs to be organized that first year. You are the teacher-coordinator and the chapter advisor. It is primarily your decision. Rather than asking students what they think, or asking the principal what he or she thinks, you should sell the students and the principal on the merits of a DECA chapter and the vital role it plays in meeting the essential elements of leadership training and career development.

FOLLOW A STEP-BY-STEP PLAN

Once you have decided to organize and operate a DECA chapter, then follow a logical, orderly process in getting the tasks completed.

- Step 1. Meet with the principal and talk positively about the need to organize the chapter and the reasons why it is a vital part of your curriculum and program. Use the benefits listed previously as your four major selling points. You do need administrative approval. You will need approval to hold chapter business meetings, to receive a charter, to have fund-raising activities and to use school facilities for the DECA chapter activities.
- Step 2. Meet with your students and explain why DECA is a vital part of the program and the curriculum. Membership is voluntary, but you can expect complete cooperation when you explain how the students will benefit from membership and active participation. Stress the activities, the fact that it is a student-operated organization, that students elect their own officers, and that they can have all of the social activities that they need.
- Step 3. Meet with your advisory committee and enlist their support for the DECA chapter, using the four benefits as your major selling points. Avoid describing the DECA chapter as a "club." That term has negative meanings to many. It may sound exclusive or social or extra-curricular. Your DECA chapter should always be sold as part of the total curriculum and career development needs of the students.
- Step 4. Begin the organizational process.
 - (A) Appoint a special committee to draft the chapter constitution. A model for a constitution is shown as Appendix A. After the first draft is made, call the first meeting of students. The meeting has two major purposes: (1) student adoption of the constitution (with amendments or revisions) and (2) election of officers.

- (B) As soon as officers are elected, meet with them to explain their duties and what you will expect from them (see Appendix B). Give the officers information on conducting meetings, following the established rules of order, and making decisions on dues, meetings, a program of work and activities.
- (C) Meet with your chapter treasurer to establish the financial recordkeeping needs, the procedures for banking of funds and the fiscal accounting periods to the chapter membership.
- (D) Schedule the second general meeting. This meeting is conducted and led by the officers. Appendix C shows a recommended agenda for a business meeting. From the beginning, chapter members should understand the assessment of dues and schedule a payment plan. Dues must be paid to the national and state associations. Local dues are optional, but are necessary for purchasing some items and for activities. A program of work should be established, and ad hoc committees appointed for carrying out assigned activities. Begin planning a calendar of social activities, and begin planning for the employer-employee banquet (usually held in the late spring after the DECA competitive events so awards can be made).

Step 5. Set a time and a place for regular meetings. You can justify meeting during class time when the purpose is (1) leadership training, (2) career development, or (3) community and school-related involvement. You may have difficulty justifying school time for planning social activities, collecting dues for social activities, or helping competitive event winners prepare for further events. Many chapters prefer to meet after school. Breakfast meetings before school at a restaurant or in the school cafeteria are options.

Step 6. Begin planning the competitive events calendar. Explain the entire range of events and how they are organized. You should schedule local competition no later than January. Winners are eligible for district competition. If you do not hold local competition, contestants may still enter the district competition, but there are limits on each competitive event. Get your advisory committee to help you organize local competition, judging and awards to be given to winners or to those who enter.

The Teacher/Coordinator is the chapter advisor. His or her duties are to oversee the chapter's operation, to assist the officers, to oversee the correct accounting and banking of funds, and to make certain that the planned activities and events are in keeping with the goals and purposes of the DECA chapter.

The success or failure of the DECA Chapter largely depends on the advisor's motivation and enthusiasm. Once organized, the chapter operates on the energy and enthusiasm of the elected officers. A large part of the advisor's energy and time is devoted to assisting the officers and keeping them motivated and active.

ORGANIZING A LOCAL DECA CHAPTER

If properly organized, the DECA Chapter will be of maximum service to a Marketing Education Teacher/Coordinator rather than to add to work load. The chapter is really the "show window" of the Marketing Education Program, because through it the public learns about the program and its purposes. It should be utilized as a marketing tool for the Marketing Education Program. It offers an opportunity to display learning accomplishments and student job performance. It affords the opportunity to involve interested parents and business leaders in the Marketing Education Program. It provides a "teaching tool" for the coordinator that can be utilized to bring out the best in each student member.

The Marketing Education Teacher/Coordinator acts as the local chapter advisor. Membership eligibility is governed by the national, state and local DECA constitutions and bylaws. Depending upon various school settings and regulations, chapter meetings may be scheduled during the regular activity period of the school, during regular class periods as needed, during the evening, or at any time convenient to the majority of the members. Often committee meetings can eliminate the necessity of having many chapter meetings of the total group. But, all DECA activities must be approved by the chapter advisor and local school administration.

Many factors go into the making of a strong local chapter of DECA. Among these are an alert and vigorous membership, an interested and sympathetic advisor, the selection of the best DECA leadership and cooperation on the part of the school, community and local business community. However, the most important factors are the teamwork and interest of the members and their determination to make their DECA chapter outstanding.

INTEGRATING DECA INTO MARKETING EDUCATION

The DECA program of activities can complement, supplement and strengthen the instructional program of the Marketing Education Program. Combined with classroom instruction and significant projects, the DECA program of activities gives greater scope and depth to the total instructional program. Success of a marketing education program is dependent on an educationally oriented, student-centered program. The DECA program of activities provides an avenue for the enrichment of the instructional program through competitive events and activities planned by students under the guidance and direction of the DECA Chapter advisor(s).

Participation in the total program of activity can stimulate students' interest and impel them to excel in their studies, their occupations and their careers. Many DECA activities provide learning situations which can improve knowledge, increase skills and shape acceptable attitudes that will advance their careers in marketing.

When Marketing Education students emerge from any of the DECA activities with a better comprehension of the free enterprise system, and a broader understanding of their responsibilities to society in a free, competitive economy, the DECA program of activity will have served a worthwhile purpose.

Marketing Education Teacher/Coordinators can effectively use DECA:

- (1) to complement classroom and on-the-job instruction.
- (2) to encourage student responsibility.
- (3) to develop student leadership.
- (4) to develop and strengthen a close student-teacher rapport.
- (5) to motivate students to achieve excellence.

DECA GENERAL INFORMATION

In order to understand the Marketing Education Program you need to have a clear understanding of DECA and the opportunities DECA provides. You need to be familiar with the purposes of DECA and the growth DECA has enjoyed.

General Information

1. DECA is the only youth organization operating through the public schools of the nation to attract young people to careers in marketing.
2. DECA encourages the understanding of free enterprise and economic awareness, through individual instruction, chapter projects, competency-based competitive events, exposure to successful business leaders and by practical experience in marketing firms.
3. DECA encourages civic responsibility through professional conferences, chapter activities, school service projects and support of community activities.
4. DECA maintains a series of district, state and national competitive events, all designed to stimulate and motivate classroom instruction, career awareness, and vocational competence.
5. DECA believes in competition and offers awards and recognition to student members for outstanding accomplishment.
6. DECA maintains its own scholarship program to assist and encourage its members toward higher education.
7. DECA is supported by membership dues, contributions from businesses, and royalties on sales projects.
8. All contributed funds are used directly for student benefit through a planned program of vocational student organization activities:

Awards and Recognition
Career Development Conferences
Leadership Conferences
Program Development
Public Information
Leadership Training
Scholarships

9. Support of DECA will help in developing future leaders for marketing and management.
10. DECA is one of four integral parts of the Marketing Education Program. The other three components are class instruction, on-the-job training and school store laboratory.

PURPOSES OF DECA

To develop leadership in the field of marketing that is competent, aggressive, and self-reliant.

To develop a sense of individual responsibility.

To provide opportunities for intelligent career choices in the field of marketing.

To allow practical application of the principles of marketing through competitive activities.

To encourage use of ethical practices in business.

To provide for mental and physical health through social and recreational activities.

To develop respect for education in marketing which will contribute to vocational competence.

To engender an understanding of, and an appreciation for our free competitive enterprise system.

To develop an appreciation of civic and social obligations of those engaged in marketing.

To serve as a means of interpreting the instructional program for business leaders, faculty, parents and students.

BENEFITS DECA PROVIDES

Sense of Belonging

Group Participation (Learning to work with others)

Motivational Involvement

Competitive Involvement (Quest for Excellence)

Personal Growth and Development

DECA Facts and Terminology

Publications

National — New Dimensions

DECA Colors

Blue and Gold

DECA Emblem

Leadership Development

Social
Intelligence



Vocational
Understanding

Civic Consciousness

Divisions of DECA

1. High School
2. Delta Epsilon Chi
3. Collegiate
4. Alumni
5. Professional

Levels of DECA

1. National
2. Regional
3. State
4. District
5. Local

DECA TAGLINE

DEVELOPING FUTURE LEADERS

FOR

MARKETING, MANAGEMENT AND ENTREPRENEURSHIP

DIVISIONS OF DECA

High School Division

Several of the major goals of the high school division are: development of leadership characteristics and self-confidence; understanding of the free enterprise system; further development of occupational competencies in marketing, merchandising and management and participation in planned social activities. Individual members shall be recognized as active members, associate members or honorary life members. Active members will be assessed annual fees. The high school division of DECA shall exercise its membership voting privilege through voting delegates. Active members of the high school division shall be eligible for national office. National officers consist of a president and four regional vice-presidents.

Delta Epsilon Chi

Delta Epsilon Chi is a state and national vocational student organization operating in much the same way as the high school division except through the nation's postsecondary vocational schools, junior and community colleges, as well as four year colleges and universities. The purposes are to attract postsecondary students to careers in marketing, merchandising and management; to develop respect for education in marketing which will aid one in developing occupational competence; and to promote understanding and appreciation for the responsibilities of citizenship in our free enterprise system.

Alumni Division

The Alumni Division of DECA serves DECA in a supporting role. Major purposes include: (1) providing a means by which marketing education students can maintain association with DECA, (2) encouraging support for DECA programs of student activity on a local, state and/or national level, (3) promoting the purposes of DECA. Membership in the Alumni Division is available to any former high school, junior collegiate, or collegiate DECA members. Among the ways members become involved in DECA are: (1) serving, on DECA advisory committees, (2) speaking at chapter meetings, (3) helping arrange for business and educational field trips, (4) supporting programs in the community and emphasizing our free enterprise system, (5) promoting the purposes of DECA to local business and civic groups, and (6) working with local DECA chapters toward effective public relations programs.

Professional

The Professional Division of DECA is comprised of active members who are DECA chapter advisors, local or state supervisory directors, teacher/educators and other professional marketing education personnel and supportive members to include cooperative employers and/or training supervisors, school administrators, board of education members, parents, advisory committee members and others who are helping to advance and support DECA on the local, state and/or national level.

Collegiate Division

The Collegiate Division of DECA is comprised of students in college programs designed to develop future Teacher/Coordinators of Marketing Education. The purpose is to acquaint these future teachers with the organization of an effective DECA Chapter.

LEVELS OF DECA ORGANIZATION

NATIONAL

All fifty states plus Puerto Rico, Guam, Virgin Islands, Canada and District of Columbia constitute the national level of DECA.

REGIONAL

National DECA is subdivided into four regions. They are Western, Central, North Atlantic and Southern. Connecticut is a member of the North Atlantic Region.

STATE

All DECA chapters in Connecticut are chartered by and comprise the Connecticut Association of DECA.

DISTRICT

All Connecticut DECA Chapters are affiliated with a designated geographical area (District). Connecticut DECA is divided into eight districts.

LOCAL

Local divisions of Connecticut DECA are called chapters. Each school in Connecticut with a Marketing Education program may establish one DECA Chapter.

DECA CONFERENCES

Objective

The purpose of all DECA conferences is to provide worthwhile activities to assist students in career development as they prepare to be marketing and management leaders of tomorrow.

Goals

- (1) To provide all DECA Divisions an opportunity to conduct necessary business.
- (2) To provide a forum for the competitive event program.
- (3) To provide delegates and advisors an opportunity to obtain information regarding occupational, education and career opportunities.
- (4) To provide an opportunity for delegates to assist in the growth and development of DECA.
- (5) To provide delegates an opportunity to develop poise and human relations abilities by participation in scheduled social and educational activities

District Leadership Conference

The District Leadership Conference (DLC) is held at a location determined by the district chapter advisors at the beginning of the school year. Election of district officers and leadership training may be conducted at this time. In addition, career-related workshops may be held for all DECA members. Attendance at DLC is open to all chapter members provided:

- (1) State and national dues have been paid.
- (2) The written approval of the coordinator and parent or guardian is secured.

Joint Leadership Development Conference

The purpose of the Joint Development Leadership Conference is to provide leadership development for local chapter officers and other selected members who will benefit from participation in leadership training activities.

The location of this conference is on a rotating basis among the North Atlantic and Southern regions of DECA. It is held at the beginning of the school year. Business items, workshops and leadership training are conducted.

Registration forms, dates, location and other information will be distributed by the CT-DECA Advisor. The host state will determine the number of participants each state is allowed based on their DECA enrollment.

All expenses are the responsibility of the individual participants or their local chapter.

Officer
Training
Conference

The purpose of the Officer Training Conference (OTC) is to provide leadership development for newly elected state officers and district representatives. The conference is held in July after all districts have elected their officers for the year. The location of this conference is selected by the State DECA Advisor.

District
Career
Development
Conference

The purpose of the District Career Development Conference (DCDC) is to select the top students from each high school who will compete at the State Career Development Conference.

The DCDC is held at least one month before the State Career Development Conference at a site determined by the district chapter advisors. Deadline date for registration materials will be determined by the State DECA Advisor.

Attendance at the DCDC is optional and is limited to competitive event participants who:

- (1) have paid state and national dues
- (2) have the written approval of the coordinator and parent/guardian

State
Career
Development
Conference

The State Career Development Conference (SCDC) is a statewide conference held during the spring at a location determined by the State Executive Council. At this time, state finalists in all competitive events are determined along with the election of state officers. General business meetings are also held. These competitive event finalists may represent Connecticut DECA in competitive events at the National Career Development Conference.

Information concerning attendance, registration, and housing will be distributed by the CT-DECA Advisor.

Attendance at the State Career Development Conference may be limited to the following:

- (1) Official chapter delegate
- (2) All district and state officers
- (3) National officers
- (4) Chapter participant in the competency based competitive events, numbers will vary based on chapters membership ratio, 15 - 60 members one participant, 61 - 120 members two participants, 121 - 180 members three participants. Membership is determined by the previous years total as by the State DECA Advisor.
- (5) All participants in competency based written events, limited to one entry per chapter per event.
- (6) All Marketing Education professional personnel

National
Career
Development
Conference

The National Career Development Conference brings together DECA members from all over the country at the end of each school year. Sites are rotated among the various regions. National level competition in all DECA competitive events, national recognition, election of regional vice-presidents and a national president and workshops are conducted.

Information concerning attendance, conference registration and housing will be distributed by the CT-DECA Advisor.

Attendance at the National Career Development Conference is based on a percentage of the total CT-DECA membership allotted by the National Association. Those attending from Connecticut will include:

- (1) all state officers.
- (2) state winners in competitive events held at the national level.
- (3) other participants representing Connecticut with approval of CT-DECA Advisor.

PURPOSES OF DECA COMPETITIVE EVENTS

1. To contribute to the development of competencies needed for careers in marketing, merchandising and management.
2. To evaluate student achievement of the competencies through careful measurement devices.
3. To provide opportunities for student and group recognition.
4. To provide constructive avenues for individual or group expression, initiative and creativity.
5. To motivate students to assume responsibility for self-improvement and self-discipline.
6. To provide a vehicle for students to demonstrate their acquired competencies through individual and/or group activities.
7. To assist students in acquiring a realistic self concept through individual and/or group activities.
8. To help students to participate in an environment of cooperation and competition.
9. To provide visibility for the educational goals and objectives of the Marketing Education program.

DECA LEADERSHIP DEVELOPMENT

It is important for the growth of each chapter to have a well-qualified and dependable group of officers. With capable officers, the business of the chapter will be conducted in the proper parliamentary fashion, an effective program of work which includes all members will be developed and implemented, records and minutes will be up-to-date and complete, good publicity will be forthcoming and all members will grow professionally.

A good leader must have certain qualities which can be learned by the average person if that person works on these qualities intelligently. These qualities are also highly desirable in everyday life. The qualities of a leader are as follows:

1. A good leader respects the rights and dignity of others. A leader realizes that every person can make worthy contributions.
2. A leader is willing to accept responsibility and do his/her part through work within the group.
3. A leader is able to work and get along with people in a friendly and peaceful manner. A leader must be straight-forward, agreeable and industrious. The leader praises where praise is due, and he/she has sensitivity to the basic trends and moods of the group.
4. A leader is able to communicate thoughts and feelings in a clear and understandable manner as well as verbalize the ideas of the group.
5. A leader is well-informed on matters which concern the group. He/she arrives at a decision only after having an opportunity to secure and study pertinent information.
6. A leader is confident in him/herself; he/she possesses integrity and also shows trust for his/her fellow group members.
7. A leader is optimistic and enthusiastic; he/she believes that group action can overcome obstacles and solve problems. He/she works within the group with "zest" and enjoyment.
8. A leader is open-minded. A leader does not claim to have all the answers; he/she seeks the opinions of the group and accepts and supports them if they seem best for the group. However, he/she is willing to compromise on issues.
9. A leader has strength of conviction. A leader will "take a stand" and be counted when he/she can be convinced that the stand is incorrect, will accept the change in a dignified and professional manner.
10. A leader will show initiative in getting the group started through sound and careful planning. A leader proceeds with the group discussion with knowledge rather than with reckless abandon.

DECA
CHARACTERISTICS OF LEADERS

The Good Leader

Has faith in people and wants to work with them.

Has poise and confidence.
Speaks in a clear voice and enunciates words clearly.

Carefully preplans his/her program so the meeting moves with dispatch.

Shows interest and alertness by his/her own attitude, mind body and countenance.

Is democratic in dealing with DECA members.

Is fair and impartial-- doesn't take sides when he/she is presiding.

Is patient, optimistic and gives credit for work done.

Is sensitive to the individual and recognizes individual differences.

Acts as a helper, umpire and moderator so that all are encouraged to share in the work of DECA.

Shows a sense of humor to relieve the tension of a serious meeting.

The Poor Leader

Takes the job for the "honor" that he/she can get out of it.

Fails to understand what his/her example means to the other DECA members

Lets everything go until the last minute, then just hopes everything will work out.

Seems bored, is not alert, whispers to other members and appears disinterested.

Dominates, imposes opinions and forces others to depend upon him/her.

Shows what side he/she is on before getting the facts into the open.

Is impatient, sarcastic, pessimistic, critical and takes the work of others for granted.

Doesn't notice a loss of interest and fails to watch the group to detect boredom and weariness.

Cares about the business in general and does not consider individual differences.

Has no humor in a meeting. The business is the most important thing, not the people.

SAMPLE
DECA
OFFICER AGREEMENT

As _____ of the _____ DECA chapter, I agree to perform all of the responsibilities of this office and maintain at least a(n) _____ grade in my Marketing Education class.

1. Provide leadership that motivates members to accomplish the chapter's goals.
2. Be a good listener.
3. Conduct myself at all times in a manner that reflects a positive image upon our DECA chapter and Marketing Education Program.
4. Promote enthusiasm among chapter members through enthusiastic behavior.
5. Represent the chapter when called upon. Wear a DECA blazer when appearing before groups and be well groomed.
6. Promptly handle all responsibilities. Place a copy of my activities in an activities file.
7. Remain positive at all times.
8. Make myself available as necessary to promote the objectives of DECA and the Marketing Education Program.
9. Promptly meet all financial responsibilities of membership in the DECA chapter.
10. Participate in all DECA activities.
11. Meet with other DECA officers monthly for planning and evaluation of chapter activities.
12. Execute all specific duties of this office.

Chapter Advisor Date

Officer Date

ELECTION AND TRAINING OF LOCAL DECA OFFICERS

Election of Officers

Once your chapter has decided how it will be organized, the next step is the election of officers. The following procedure is a SUGGESTED METHOD that could be used for this process.

- 1) Discuss with all members the duties and responsibilities of each officer. You may want to distribute the handout, "The Duties and Responsibilities of Each DECA Officer", which follows, or you may want to develop one appropriate for your DECA chapter organization.
- 2) Seek nominations for each office. You may want to have students complete an application such as one used by the State Association.
- 3) Organize a screening and nominating committee(s) to interview those students wanting to run for office. They may also want to consider the results of a test on DECA. You may want to give "DECA Orientation Quiz" found in this guide.
- 4) The next step would be to have those students who make it through the screening and nominating committee to give campaign speeches. Large chapters may want to consider video-taping speeches and showing them to each Marketing Education class.
- 5) After the election, an installation ceremony should be conducted. A sample ceremony is included in the Miscellaneous/Forms Section. The ceremony could be held in conjunction with the initiation of new members, parent's night, etc.

Training DECA Officers

Once elected, your new DECA officers need to be involved in some type of training program. Don't expect every officer to be familiar with his/her duties and responsibilities just as soon as they are elected. Training could be held for just your chapter's officers, or a district-wide training session could be held for all chapter officers in the district. If your district doesn't hold such an activity, why not consider having your new officers hold one. It would be a great leadership opportunity for them!

Topics to be covered in the training of new DECA officers could include making first impressions, giving speeches, developing enthusiasm among chapter members, etc. Topics include duties and conduct of chapter officers, chapter officer responsibilities, characteristics of leaders and leadership development.

Running for District or State DECA Office

Your highly motivated juniors may want to consider running for district or state office. Encourage them to do so! Each DECA chapter is entitled to run candidates for District Representative. They must complete a district officer application, take a test on DECA, be interviewed by a screening and nominating committee and give a campaign speech.

Each DECA chapter is also entitled to run candidates for state office. The State DECA Advisor will send out an application and descriptions of elected offices in January of the school year. Each candidate must complete the application, take a test on DECA and be interviewed by a screening and nominating committee. Nominated candidates will attend the State Career Development Conference where the election process will take place.

CONDUCTING DECA CHAPTER MEETINGS

One of the most difficult tasks chapter officers have is to schedule chapter meetings and encourage members to be in attendance. One way of assuring that at least a quorum is present is to be certain your meeting is short, to the point, and involves everyone. The officers should not try to dominate the meeting, but should be there to maintain order and harmony and show support for the members. Meeting times will vary at your school as will the frequency of your meetings. The dates and times of all meetings should be decided upon prior to completing your Program of Work and these dates and times posted.

The following is a suggested agenda (order of business) for a chapter meeting. Every chapter should have an established order of business and follow it at all regular meetings. Members then know what to expect and can participate more effectively. The following order is suggested for regular meetings but is, of course, subject to modification and change to better fit the needs of your particular chapter. The following agenda can be used as an example of a "model DECA meeting."

1. Call to Order
2. Pledge, DECA Creed
3. Reading and Approval of Minutes
4. Treasurer's Report
5. Committee Reports
6. Old Business
7. New Business
8. Program (optional)
9. Adjournment

CHAPTER OFFICER RESPONSIBILITIES
in
CONDUCTING A CHAPTER MEETING

The Presiding Officer

1. Begin the meeting on time. Members will be there if they know the meeting will begin at the specified time.
2. Be sure a quorum is present before beginning the business portion of the meeting.
3. Always keep the meeting under control. Limit the debate on the part of any one individual in the interest of keeping the meeting on the subject. Use the gavel of authority when necessary.
4. Conduct your meeting according to parliamentary procedure.
5. Be impartial at all times.
6. Recognize any member who wishes to speak.
7. Do not permit discussion until a motion is made, seconded and stated by the chair.
8. State motion clearly and before taking a vote, be sure that all understand what the question is upon which they are voting.
9. Announce the vote and the result of the vote.
10. Require all remarks to be addressed to the chair. Don't permit members to discuss the question among themselves nor address questions or remarks to each other.

The Secretary

1. Be sure and take down the minutes of ALL meetings--formal, informal and called meetings. Your record is important.
2. Record in your minutes what is DONE and what is SAID.
3. Always record the exact wording of motions, whether they are carried or lost in the voting and make a record of who made the motion.
4. If you can't get the exact wording of the motion, you have every right to halt the proceedings long enough to do so by requesting the presiding officer to have the motion repeated slowly enough for you to make a record of it.
5. Your minutes should always show the names of members who have been appointed to committees--with the name of the chairperson if any was designated.
6. Minutes are important enough to be written in a permanent minute book not on small pieces of paper. Any corrections which are made in the minutes as read should appear in the margin. A SAMPLE MINUTES PAGE APPEARS ON THE NEXT PAGE.

SAMPLE

MINUTES OF A DECA CHAPTER MEETING

(Place)

The regular meeting of the Ourtown chapter of the CT Association of DECA, held in the marketing classroom, was called to order at 2:30 p.m., by the president, Dewey Diamond, on September 25, 19--.

Pledge of Allegiance to the Flag was led by May Lee.

The following guests were introduced: Mr. Ronald Smith, Personnel Director of Mason's and Ms. Jan Long, State DECA Secretary.

Thirty members were present.

The treasurer reported a balance of \$567.34.

Membership chairperson, Alice Rowe, reported two new members, Bess Slim and Charles Warren.

An invitation was read from the Othertown DECA Chapter to attend their installation on October 8, 19--.

The motion by Alton Grant "that a new camera be purchased for the chapter historian" was adopted.

(Give details of program if one is presented-- title, name of speaker, etc.).

Meeting of all officers was announced for Sept. 29, Marketing Classroom, 7:00 a.m.

Meeting was adjourned at 3:30 p.m.

(Date)

MEETING

PLEDGE

GUESTS

ROLL CALL

TREASURER'S REPORT

COMMITTEE REPORT

CORRESPONDENCE

NEW BUSINESS

PROGRAM

ANNOUNCEMENTS

ADJOURNMENT

Signed:

(DECA Chapter Secretary)

PARLIAMENTARY PROCEDURE GUIDE

The majority of students who join a local DECA chapter soon discover that there can be no orderly meeting unless the chapter members agree to follow certain rules. There has to be some kind of systematic way for individual chapter members to take part in discussions. These rules of organization are known as parliamentary law. Parliamentary law once referred to the customs and rules for conducting business in the English Parliament. Much of the same kind of laws are used in the United States Congress. Today, organizations of all kinds follow the rules of parliamentary law in their proceedings. In schools, parliamentary law is observed in clubs, groups and organizations. Even though a local DECA chapter need not follow all the rules of parliamentary law, a knowledge of the basic rules are of great importance in the orderly conduct of a meeting.

In order to maintain harmony within the chapter meeting, proper parliamentary procedures need to be used. Parliamentary procedures can become very confusing and in most cases, will not be used in depth at your DECA chapter meetings. When used correctly, parliamentary procedure can make your meeting more controllable and, therefore, more meaningful. The material that follows outlines only the most basic rules of parliamentary procedure. If you would be interested in learning more about parliamentary procedures secure a copy of Robert's Rules of Order, Newly Revised.

Purposes

1. It enables a DECA chapter to transact business with speed and efficiency.
2. It protects the rights of each individual (both those in the majority and those in the minority).
3. It preserves a spirit of harmony and cooperation in a group.

Basic Principles

1. Discuss only one subject at a time.
2. There should be full and free debate.
3. Every member has rights equal to every other member.
4. The majority rules and the rights of the minority are respected.

Types of
Motions

1. Main Motions
 - a. Idea for consideration, "I move that..."
 - b. Only one motion can be considered at a time
2. Subsidiary Motions
 - a. Their purpose is to modify or dispose of the main motion
 - b. Must be related to questions before the group
 - c. Must be voted upon, before voting on main motion
3. Privilege Motions
 - a. No connection with main motion
 - b. They are entitled to immediate consideration
 - c. Can set aside, temporarily, business before the group

Progress of
a Motion

1. A member rises and addresses the presiding officer. "Mr/Madam Chairperson...."
2. The member is recognized.
3. The member proposes a motion, "I move that...."
4. Another member seconds the motion
 - a. "I second the motion."
 - b. If no one seconds the motion, the chairperson will say "Is there a second?"
5. The presiding officer states the motion.
6. Group discusses or debates the motion
 - a. All remarks should be addressed to the chair and be of an impersonal nature
 - b. Maker of the motion has first opportunity for debate
 - c. A member that has not spoken has claim to the floor over one that has had the floor
 - d. The chairperson knows the feelings of the members. He/she should alternate between individuals.
7. Presiding officer takes a vote
 - a. "Is there any further discussion...."
 - b. "Silence, there is no further discussion...."
 - c. "All in favor say 'Aye'; those opposed say 'Nay'."
8. Announce the results of the vote
 - a. "The motion passes."
 - b. "The motion fails."

Amendments

1. Amendments are proposed to make changes in the main motion.
2. They must have a bearing on the subject.
3. They can take the following forms:
 - a. to insert
 - b. to add
 - c. to strike out
 - d. to strike out and insert
 - e. to substitute
4. The member says "I move to amend the motion by"

Methods of Voting

1. Voice Vote: "Aye and Nay"--used for majority of votes
2. Show of Hands: Used for small groups
3. Roll Call: Secretary checks attendance as well as the vote
4. General Consent: Chair states that "If there is no objection, we will...."
5. Ballot: Used for secret voting; each person writes his decision on a piece of paper

Types of Votes

1. Majority--at least one more or a number greater than half the vote cast
2. Plurality--the most votes cast regardless of majority
3. Two Thirds Vote--2/3s of the vote cast
4. Tie Vote--same number for an against; in this case, the motion is lost unless chairperson is able to cast deciding vote

Summary of Motions

How to Introduce New Business--The main motion
How to Secure a Counted Vote--Call for division of the house
How to Modify, Change, or Improve a Motion--Motion to amend
How to Enable More Careful Consideration--Refer to committee
How to Stop Discussion--Call for previous motion
How to Delay Action--Take the motion, postpones vote
How to Enforce the Rules--Rise to a point of order
How to Make Requests--Rise to point of information

PLANNING A PROGRAM OF WORK.

DECA chapter activities complement, supplement and strengthen the instruction provided in the Marketing Education program. Combined with classroom instruction and cooperative or project vocational application experiences, DECA activities round out and enrich the total instruction program.

A beneficial well-rounded program of student activities does not just happen, it must be developed. Development of a Program of Work requires sound thinking and careful planning. "What, when, where, who, how and why" are important questions which must be considered well in advance. In order to get a broad view of the whole proposed program, it is necessary that the entire plan be put on paper.

Essentials of a Program of Work

1. A challenging program of activities
2. Capable officers
3. Interested members
4. Distributed responsibility shared by all members
5. Proper equipment and records
6. A knowledge of DECA on the part of every member

Guidelines for a Program of Work

1. It is an outline of activities covering a definite period.
2. It includes specific goals, ways and means of reaching them, and adequate provisions for checking on accomplishments
3. It should be well-rounded and carefully worded
4. It should be based primarily on the needs of the members and the organization, with consideration given to the needs of the school and the community.
5. It should represent the combined thinking of a majority of the members.
6. New chapters should not undertake an elaborate program for the first year; however, it must present a challenge to the members

Developing
a Program of
Work

1. Review as a total DECA chapter the possible activities in which the chapter might participate
2. If you are a new chapter or have never done a Program of Work, secure copies of programs of work from other chapters and review them for ideas. If you have had a Program of Work in prior years, review those programs at chapter meetings
3. Decide on two or three activities that will definitely be included
4. Develop a "laundry list" of other possible activities
5. Appoint a Program of Work committee if one is not already designed for each section of the program, and turn over the preliminary materials as listed to this group
6. Have the committee on Program of Work report back to the chapter
7. Put the total Program of Work in writing
8. Check the Program of Work with school authorities and others concerned.
9. Adopt the Program of Work when satisfactory, appoint permanent committees to be responsible for each major division, assign duties to them and set to work on it.
10. Monitor and evaluate progress being made to accomplish the Program of Work.

The Program of Work carried on at the local level is the most important phase of the entire chapter structure. It is at the local level that the greatest amount of member participation takes place. The state and national organizations are dependent upon the local chapters. The total DECA organization should be viewed as a pyramid with the local chapters providing the firm foundation.

SAMPLE

DECA PROGRAM OF WORK

AUTUMN

SEPTEMBER

1. DECA orientation
2. Election of officers
3. Committees appointed
4. Preparation for participation in District Leadership Conference
5. Collect local, state and national dues
6. Order DECA pins, officer jewelry, DECA sweat shirts, etc.
7. Plan Program of Work
8. Hold social and recreational activity
9. Hold teacher recognition activity.

OCTOBER

1. Attend District Leadership Planning Conference
2. Begin work on individual and chapter DECA projects
3. Stage installation of officers; involve parents, businesspeople and school administration
4. Hold DECA open house
5. Meet with DECA advisory committee
6. Send in article to school newspaper, DECA Images, local newspaper

NOVEMBER

1. Conduct chapter fund-raising project
2. Begin preparation for participation in DECA competitive events
3. Send in article to New Dimensions

WINTER

DECEMBER

1. Sponsor a needy family for Christmas
2. Decorate the classroom/school for holidays
3. Have a DECA Christmas Party for a local children's home or similar agency
4. Send Christmas cards to employers and other Marketing Education supporters

JANUARY

1. Finalize district competitive events plans--select participants
2. Complete DECA written events
3. Plan National DECA Week activities
4. Select student for state officer candidate

FEBRUARY

1. Attend district competitive events conference
2. Conduct DECA Week promotion activities
3. Continue with school-wide and community promotion

SPRING

March

1. Attend State CDC
2. Send in article to school and community newspapers

APRIL

1. Assist chapter advisor with recruitment of future Marketing Education students and DECA members
2. Make preparations to attend the National Career Development Conference
3. Attend National Career Development Conference
4. Plan employer-employee function

MAY

1. Hold employer-employee function
2. Plan a social event to welcome new Marketing Education students
3. Organize/plan alumni activities for graduates
4. Evaluate DECA activities for the year
5. Recognize outstanding DECA members on Awards Day

JUNE

1. Election of next years officers
2. Social activity of graduating senior members
3. Planning for next school year

DECA CHAPTER COMMITTEES

A DECA chapter's Program of Work should be planned and executed through committees. All chapter members should serve on a least one committee. One possibility is that each class have an equal amount of representation on the committees so that the entire chapter is participating in the formulation of chapter activities. Another option is for the different committees to be formed within the various classes to aid with scheduling the meeting times of the committee. Big events or programs are usually headed by a general chairperson. The DECA chapter president in selecting the committee chairperson, looks for a person that can do those things acceptably. It becomes his/her job to appoint committee members and assign the specific duties and responsibilities and then follow up to insure the carrying out of the tasks assigned. After the committees have been appointed, a roster should be developed listing committee members and the purposes of each committee for distribution to chapter members. A sample committee roster is presented on the next page. It can be adapted to the committees established by your chapter.

Specific responsibilities of most committee chairpersons include the following:

1. Appoint committee members and call them together for a meeting.
2. Appoint a secretary to take notes during the committee meeting.
3. Explain the over-all task or problem to be handled by the committee.
4. Ask for suggestions from the group.
5. After suggestions are made, summarize each and have them fully discussed.
6. Have group reach a decision.
7. Be sure the committee understands what has been decided by summarizing.
8. Thank members of group for their help and participation. Adjourn meeting.
9. Review notes on the meeting with committee secretary.
10. Produce report of committee and give one copy to DECA president.
11. Be prepared at future DECA meeting to make oral report on what committee accomplished.

DECA Chapter Committees
19--/19-- SCHOOL YEAR

CHAPTER ACTIVITIES AWARD COMMITTEE

PURPOSE: To select the necessary activities for the chapter to accomplish throughout the year and present these activities to all chapter members for approval. The committee members are also responsible for making sure all activities are completed and recording all information to be sent to the state DECA advisor.

Chairperson:

Committee Members:

PROGRAM COMMITTEE

PURPOSE: The program committee is responsible for scheduling a professional program for each monthly chapter meeting throughout the year. The committee members make all contacts and introduce the program.

Chairperson:

Committee Members:

BENEVOLENT ACTIVITIES COMMITTEE

PURPOSE: The benevolent committee is responsible for planning chapter activities for helping people in the community who are unable to help themselves. Committee members design the events and all chapter members become involved.

Chairperson:

Committee Members:

PUBLICITY COMMITTEE

PURPOSE: The publicity committee is responsible for writing up all special events and activities accomplished by the chapter. These articles may be submitted to school or local newspapers, or state and national DECA publications. Committee should collect all publicity.

Chairperson:

Committee Members:

RECREATION COMMITTEE

PURPOSE: The recreation committee is responsible for planning all social activities for chapter members. The organization of each event is done by committee members while all chapter members help to implement and to participate in the events.

Chairperson

Committee Members:

CONSTITUTION
of the
Connecticut Association
Distributive Education Clubs of America

ARTICLE I - NAME

The official name of this organization shall be the Connecticut Association of the Distributive Education Clubs of America, and may be referred to as Connecticut DECA.

ARTICLE II - PURPOSES

- A. To unite in a common bond without regard to race, creed, sex or national origin, students enrolled in Marketing Education.
- B. To provide a conduit for leadership training activities and individual student development.
- C. To provide students with an opportunity to develop civic consciousness and an understanding of the responsibilities of each America citizen.
- D. To foster a wholesome understanding of the functions of the free competition enterprise system and a recognition of the interdependence of this system and Marketing Education.
- E. To provide a competitive events program for all DECA members and chapters with ascending levels of competition and recognition.
- F. To develop patriotism through a knowledge of our nation's heritage and a functional understanding of the democratic process.
- G. To emphasize the importance of continuous education consistent with the needs of the individual and an appreciation of the requirements necessary for successful employment in the fields of marketing, merchandising and management.

ARTICLE III - ORGANIZATION

- A. The Connecticut Association of the Distributive Education Clubs of America is an association of local DECA chapters operating as a co-curricular function of local Marketing Education programs of the State of Connecticut.
- B. The Administration of the Connecticut Association of DECA shall be vested in the State Executive Council and the State DECA Advisor.
- C. The state association shall be composed of five divisions. These divisions are the High School, Delta Epsilon Chi, Collegiate, Professional and Alumni.
- D. Charters shall be issued to local DECA chapters by the State Executive Council and State DECA Advisor.
- E. The Connecticut Association of DECA shall be divided into geographical districts within the state. These districts will be reviewed and realigned, if necessary, every two years.

ARTICLE IV - MEMBERSHIP

- A. Membership in the Connecticut Association of DECA shall consist of individual members of local DECA chapters.
- B. The classifications of membership that are recognized by the Connecticut Association of DECA include Active Members, Alumni Members, Professional Members and Honorary Life Members.
- C. An annual deadline for the receipt of dues by the State Association will be established by the State DECA Advisor.

ARTICLE V - OFFICERS

- A. The officers of the Connecticut Association of DECA shall collectively be known as the State Executive Council.
- B. The officers of the Connecticut Association of DECA shall be the President, First Vice President, Second Vice President, Secretary, Reporter, Historian and a District Representative from each designated district.
- C. The officers, with the exception of the District Representatives, shall be elected by a majority vote of the House of Delegates at the annual State Career Development Conference.
- D. The District Representatives shall be elected prior to the annual National Career Development Conference by the voting delegates in their respective districts.

- E. All officers (members of the State Executive Council) shall serve the membership for a term of one year, commencing upon the successful completion of the State Officer Training Conference.

ARTICLE VI - MEMBERSHIP FEES

- A. Students desiring active membership status shall be assessed annual membership fees.
- B. The amount of annual membership fees shall be the sum total of national DECA membership fees and State DECA membership fees.
- C. The amount of State DECA membership fees shall be one half (1/2) of the amount of the national membership fees as established by the National Board of Directors of DECA, Inc.

ARTICLE VII - COLORS AND EMBLEM

- A. The emblem of the Connecticut Association of DECA shall be the same as that authorized by the National DECA organization.
- B. The colors of the Connecticut Association of DECA shall be blue and gold.

ARTICLE VIII - THE DECA BLAZER

- A. The approved organizational dress for all functions of the Connecticut Association of DECA shall be the official DECA Blazer.
- B. The members of the State Executive Council of this organization shall be required to wear the DECA Blazer at all official functions.
- C. Any member of the Connecticut Association of DECA choosing to wear the DECA Blazer shall adhere to all regulations governing the use of the blazer.

ARTICLE IX - MEETINGS

- A. The annual meeting of the Connecticut Association of DECA shall be known as the State Career Development Conference. The annual State Career Development Conference will include, but will not be limited to, the following activities:
 - 1. State level of the DECA competitive event program.
 - 2. Recognition of Marketing Education students who have distinguished themselves by outstanding performances during the year.
 - 3. Annual meeting of the State House of Delegates.
 - 4. The election of the State DECA Officers.

A CAPSULE HISTORY OF
CONNECTICUT D E C A

The State of Connecticut was chartered as a member association of the Distributive Education Clubs of America during the school year of 1952-1953. Under the leadership of State Advisor, James A. Dorsey, our Connecticut Association rose quickly among the other chartered states.

During the late 1950's, Connecticut enjoyed a moderate rise in membership, climbing to the 850 mark before the next decade. There were 26 chapters as we entered the decade of the 1960's with membership continuing to increase. During this time, Connecticut hosted the first North Atlantic Regional Conference in 1963. Mrs. Helen B. O'Donnell played a major role in the development of DECA in Connecticut during the 1960's. During her term as State DECA Advisor, Connecticut established itself as a national trend setter in winning numerous national awards in the competitive events program.

In 1972, Harry Cunha assumed the position of State Advisor and brought greater emphasis on the leadership training aspect of DECA. During Mr. Cunha's years as State Advisor, membership in Connecticut climbed on an average of 15% a year.

In 1975, Ronald DeGregory became the State DECA Advisor and Connecticut's membership soared to over 3,500 members. During the mid-1970's, DECA Chapters flourished throughout the state and many new and innovative programs were started in the area of Marketing and Distributive Education. In 1977, Connecticut DECA celebrated its 25th Anniversary with a gala State Conference. During that conference, many state and national leaders were recognized for making Connecticut a national leader in the development of Marketing and Distributive Education. The 30th Anniversary year of 1981-82 was celebrated by increased attention to the founders of the organization and an expansion of the competency based competitive events program.

In 1984 the Team Management concept was adopted and two Marketing Education Teacher/Coordinators were employed on a part-time basis to assist Mr. DeGregory in the management of Connecticut DECA. Connecticut DECA has made a positive advance in membership and services in a time of decreasing high school enrollments.

As we enter the future years of DECA, we look forward to the same high standards of leadership and professionalism that has typified our Marketing Education programs for over three decades.

WHAT IS MARKETING EDUCATION?

Marketing Education (ME) is a vocational program of instruction for high school youth in the fields of merchandising, marketing and management. Classes are normally offered in the junior and senior years. These programs are under the direction of a qualified teacher-coordinator. Programs at the postsecondary level in technical schools and community colleges are also becoming increasingly available.

WHAT IS DECA?

DECA (Distributive Education Clubs of America) is a vocational student organization designed to enhance a specific career objective in marketing, management or merchandising. Any student enrolled in a Marketing Education program is eligible for membership in local, state and national DECA.

DECA EMBLEM

The DECA emblem is in the shape of a diamond, with a wrapped package in the center. Each point on the diamond symbolizes a competence developed in the DECA organization. The four points are:

Vocational Understanding -- Marketing Education students develop first-hand knowledge of marketing, merchandising and management and the opportunities available in their chosen career.

Civic Consciousness -- Marketing Education students learn to recognize their obligations to the community where they live.

Social Intelligence -- DECA members develop poise and social graces as well as becoming aware of the social environment through DECA social events.

Leadership Development -- DECA activities are designed to give students the opportunity to participate in many activities designed to teach them to be leaders and followers.

Wrapped Package -- The wrapped package in the center of the diamond symbolizes a job well-done, achieved by the cooperation of the school officials, students, parents and businesspersons all working together to develop the student's abilities.

DECA DIVISIONS

High School -- High School students enrolled in Marketing Education programs.

Delta Epsilon Chi -- Junior/Community College students enrolled in postsecondary programs of merchandising, marketing and management.

Collegiate -- College or University students preparing for careers as teacher-coordinators and DECA chapter advisors.

Professional -- Membership includes chapter and state advisors, parents, business representatives, supervisory personnel, board of education members, local and state advisory committee members.

Alumni -- Provides a means by which marketing and distributive education students can maintain association with DECA. Members support DECA programs of student activity on local, state, and/or national level. Membership is available to any former high school, Delta Epsilon Chi, or collegiate DECA member or any member of these divisions who is completing their last semester prior to graduation.

OFFICIAL DECA COLORS

The official DECA colors are blue and gold.

WHAT DECA MEANS TO YOU

1. DECA is the only national and state organization designed exclusively for the Marketing Education student.
2. DECA is your organization.
3. DECA provides members with the awareness of the American free enterprise system.
4. DECA members exchange ideas and make new friends on the local, district, state and national levels.
5. DECA members can be elected to local, district, state and national offices and thus gain leadership qualities.
6. DECA members have opportunities to participate in District Conferences, North Atlantic Regional Conference, and State and National DECA Career Development Conferences.
7. DECA students participate in district, state and national competitive events in their own vocational interest.
8. DECA members receive all issues of *New Dimensions*, the official DECA national publication.
9. DECA members meet outstanding business and education leaders in the areas of marketing and management.

WHAT IS A COMPETENCY-BASED COMPETITIVE ACTIVITY?

Competency based events are designed to evaluate a student's development of the essential competencies needed for entry and advancement in marketing, merchandising and management occupations.

The DECA member must decide at which level he/she wishes to compete: (1) Master Employee or (2) Supervisory.

1989-1990
NATIONAL DECA
OFFICIAL COMPETITIVE EVENTS LIST
HIGH SCHOOL DIVISION

COMPETENCY BASED SERIES COMPETITION:

1. Advertising and Display Services - Master Employee Level
2. Apparel and Accessories Marketing - Master Employee Level
3. Apparel and Accessories Marketing - Supervisory Level
4. Finance and Credit Services - Master Employee Level
5. Food Marketing - Master Employee Level
6. Food Marketing - Supervisory Level
7. General Marketing - Master Employee Level
8. General Marketing - Supervisory Level
9. General Merchandise Retailing - Master Employee Level
10. General Merchandise Retailing - Supervisory Level
11. Full Service Restaurant Management
12. Quick Serve Restaurant Management
13. Vehicles and Petroleum Marketing
14. Hospitality and Tourism Marketing

COMPETENCY BASED WRITTEN EVENTS:

1. Apparel and Accessories Marketing - Written Event
2. Entrepreneurship - Written Event
3. Finance and Credit Marketing - Written Event
4. Food Marketing - Written Event
5. General Merchandising Retailing - Written Event

INDIVIDUAL PARTICIPATING EVENTS:

1. Entrepreneurship Participating Event
(Organizing a Business)
2. Free Enterprise - Individual
3. Fashion Merchandising Promotional Plan Event

CHAPTER EVENTS:

1. Creative Marketing Research Project
2. Learn and Earn Project
3. Free Enterprise, Chapter
4. Chapter Public Relations Project
5. Civic Consciousness Project

STATE LEADERSHIP EVENTS:

1. Job Interview
2. Prepared Speech

STATE EVENTS

JOB INTERVIEW

For over twenty years, job interview was a key competitive event in the National DECA Framework, but with the advent of the competency based series events, job interview and other individual skill events were incorporated into our current competency based event program. Job interview is a competition with which each DECA member can relate. It is an event that applies to each job on every level. With this in mind, the Connecticut Association re-adopted the job interview event as part of its competitive events.

The job interview event is designed to stimulate interest in and acquaint DECA members with the employment procedures they will face in applying for positions in modern business.

PREPARED SPEECH

The prepared speech competition is another of the events that were the centerground for the competitive events program of DECA for many years. The purpose of this event is to provide DECA members with an opportunity to prepare and present clearly and effectively, a series of thoughts relating to a central theme. Each year a suitable topic is designated by National DECA.

WRITTEN EVENTS

APPAREL and ACCESSORIES WRITTEN EVENT

The Apparel and Accessories written event provides an opportunity for a Marketing Education student to develop and implement a project which would benefit the apparel industry.

ENTREPRENEURSHIP WRITTEN EVENT

This event is designed to provide DECA members with an avenue of expression for creativity in beginning and operating a business.

THE FINANCE AND CREDIT WRITTEN EVENT

This event provides students with an opportunity to develop and implement a project which would benefit the finance and credit industry.

FOOD MARKETING WRITTEN EVENT

The food marketing written event displays the marketing skills of DECA members who wish to suggest improved practices in the food marketing field.

THE GENERAL MERCHANDISE RETAILING WRITTEN EVENT

The general merchandise retailing written event provides the student with an opportunity to develop and implement a project which would benefit the general merchandise retailing industry.

THE FREE ENTERPRISE PROJECT

The Phillips Petroleum Company sponsors the Free Enterprise Project which seeks to encourage all high school DECA members to have a better understanding of the American free enterprise system, what it means to America's future, and to communicate this understanding to others.

This event is divided into two categories of recognition--chapter entries and individual entries.

THE CREATIVE MARKETING PROJECT

For over 25 years the Sales and Marketing Executives, International, have combined with DECA to sponsor the Creative Marketing Project. This event provides Marketing Education students with an opportunity to demonstrate specific skills in marketing research, market analysis and comprehensive market evaluation.

THE LEARN AND EARN PROJECT

The Pepsi-Cola Company sponsors The Learn and Earn Project that is designed to foster an appreciation for the planning and teamwork required to market and distribute a product. The Learn and Earn Project allows DECA members to experience all of the many phases of a marketing plan.

CHAPTER PUBLIC RELATIONS PROJECT

The purpose of this competitive event is to give DECA chapters a vehicle for developing a comprehensive promotional campaign for a worthy cause or program.

THE CIVIC CONSCIOUSNESS PROJECT

This National DECA Competitive Event is sponsored by the Seven-Up Company and the Muscular Dystrophy Association. Its purpose is to provide DECA chapter members with opportunities to develop a better understanding of civic consciousness efforts; make a contribution to a needed community service; and, learn and apply the principles of the numerous components of marketing management.

FASHION MERCHANDISING PROMOTION PLAN

The Fashion Merchandising Promotion Plan involves the preparation of a seasonal, one to four-week promotion campaign based on research of local market conditions, customers, media and fashion merchandising trends in apparel and accessories.

ENTREPRENEURSHIP PARTICIPATING EVENT (Organizing A Business)

The Entrepreneurship Participating Event (Organizing a Business) includes the development and presentation of various aspects of a plan to form a business. The event provides an opportunity for a student to develop and demonstrate mastery of essential competencies as they apply to the analysis of a business opportunity, the development of a marketing/promotion plan and developing a financial plan.

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA
CONNECTICUT ASSOCIATION
HIGH SCHOOL DIVISION

DISTRICTS

DISTRICT I

Naugatuck
Waterbury:
 Crosby
 Kennedy
 Wilby
Watertown
Wolcott

DISTRICT II

Bristol:
 Br. Central
 Br. Eastern
Farmington
Newington
Plainville
Torrington

DISTRICT III

Meriden:
 Maloney
 Platt
Middletown
Southington
Wallingford:
 Lyman Hall

DISTRICT IV

Bethel
Brookfield
Danbury
New Fairfield
New Milford:
 Ridgefield

DISTRICT V

Branford
East Haven
Milford:
 Foran
 Law
West Haven

DISTRICT VI

Bridgeport:
 Bassick
 Central
Harding
Seymour
Shelton
Stamford
 Stamford
 Westhill
Trumbull

DISTRICT VII

East Hartford:
Enfield:
 Enfield:
 Fermi
Hartford:
 Bulkeley
 Hartford Public
 Weaver
Manchester
West Hartford:
 Conard
Wethersfield
Windsor

DISTRICT VIII

New London
Norwich
Waterford

SCHOLARSHIPS

NATIONAL DECA SCHOLARSHIP AWARD

The Harry A. Applegate Scholarship Program gives members the opportunity to further their education in marketing, merchandising, or management, or to prepare for careers in the teaching of Marketing Education.

Any high school senior, or graduate, who is an active member of DECA and intends to pursue a full-time two-year or four-year course of study in Marketing or Marketing Education is eligible. Any accredited postsecondary institution or four-year college offering courses designed to prepare individuals for careers in these areas may be selected by the student. The award must be used during the school year in which it is awarded.

In order to be considered for the Harry A. Applegate Scholarship Award, a student must: (1) Arrange to take the Scholastic Aptitude Test or the American College Testing Program Score in his/her school or community at the earliest possible date. The results of this test must appear on the application. (2) Apply for admission to the college/university of choice. An application for a DECA award is not the same as an application for admission to college. Also, applicants should apply for admission to more than one college because the first choice may not be available. (3) Obtain an application for this award through the school guidance counselor, Chapter Advisor, State DECA Advisor, or from National DECA. No applications for these awards will be accepted directly by the National Harry. A. Applegate Scholarship Committee. All applications must be submitted through the State Advisor and must have his/her signature.

GOALS OF D E C A

- * Prepare marketing education students to take their proper places in the business world.
- * Develop leadership characteristics.
- * Develop self-confidence and self-acceptance.
- * Develop a greater understanding of our private, free enterprise system.
- * Develop occupational competencies needed for careers in marketing, merchandising and management.
- * Develop high ethical standards in personal and business relationships.
- * Develop a greater awareness of career opportunities in marketing, merchandising and management.
- * Develop greater proficiency in communication.
- * Develop greater appreciation of the responsibilities of citizenship.
- * Develop a healthy competitive spirit.
- * Develop planned social activities.
- * Develop business etiquette.

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA
CONNECTICUT ASSOCIATION
LEADERSHIP TRAINING

"Ten Commandments of Good Communication"

1. Clarify your ideas before communicating.
2. Examine true purpose of each communication.
3. Consider the total physical and human environment whenever you communicate.
4. Consult with others, when appropriate, in planning your communications.
5. Be mindful, while you communicate, of the overtones as well as the basic content of your message.
6. Take the opportunity, when it arises, to convey something of help or value to the receiver.
7. Follow-up your communication.
8. Communicate for tomorrow as well as for today.
9. Be sure your actions support your communications.
10. Seek not only to be understood but to also understand--be a good listener.

CHAPTER OFFICER RESPONSIBILITIES

It is important for the growth of each chapter to have a well qualified and dependable group of officers. With capable officers, the business of the chapter will be conducted in proper parliamentary fashion, an effective program of work that includes all members will be maintained, records and minutes will be up-to-date and complete, good publicity will be generated and all members will grow professionally.

Good judgment should be exercised by the membership when electing qualified officers. It is a mistake to look only for the most popular members. Qualifications for the position to which the individual will be elected should be the prime consideration. Be sure you have nominated a slate of officers who are willing to work hard to perform the duties and responsibilities of each office and who possess leadership qualities.

A leader is one who can communicate ideas and feelings, yet who is willing to listen and understand the need for democratic procedures. A good leader respects the rights, the abilities and dignity of every member and is able to convey enthusiasm and inspire confidence. A good leader has the courage of convictions, but is open-minded. A leader is vitally interested in everything that concerns the chapter and the community and is willing to put the good of the chapter before personal desires.

PRESIDENT

1. Preside over and conduct chapter meetings in accordance with accepted parliamentary procedure.
2. Keep discussion on the subject.
3. See that all time limits are observed.
4. Select and appoint members to serve on committees.
5. Represent the chapter at special school events and before civic clubs and other out-of-school organizations.
6. Coordinate and guide the efforts of all chapter officers.
7. Consult regularly with Advisor on the progress of the chapter's program at work.
8. Determine the need for and call any necessary special chapter meetings.
9. Motivate chapter member by his/her own enthusiasm.
10. Conduct himself/herself at all times in a manner that reflects credit upon the chapter.
11. Counsel with other chapter officers concerning their duties and responsibilities.

VICE PRESIDENT

1. Assist the president in the discharge of duties and responsibilities.
2. Preside over chapter and executive committee meetings in the absence of the president.
3. Assume the full duties and responsibilities of the president should he or she be absent for a long period or leave the chapter permanently.
4. Coordinate and guide the efforts of all chapter committees, serving as an ex-officio member.

GUIDES FOR PRESIDENT AND VICE PRESIDENT

1. Begin the meeting on time. (Members will be there if they know the meeting will begin at the specified time.)
2. Be sure a quorum is present before beginning the business portion of the meeting.
3. Always keep the meeting under control. Limit discussion of any one individual. Use the gavel of authority when necessary.
4. Conduct your meeting according to parliamentary law.
5. Refer to yourself as "the chair".
6. Be impartial at all times.
7. Always stand when presenting business or directing the group in action. It is permissible to sit down while the business is being transacted or matters are under discussions on the floor.
8. When you want to enter the debate, leave the chair and do your talking from the floor. If you want to make or discuss a motion personally -- and occasionally this may be necessary -- you should leave the chair and do so from the floor. (You may give information, but not opinions, while in the chair.)
9. Always remember that when you leave the chair, the meeting must be turned over to the vice president or other person whom you designate.
10. If some members wants to suspend the regular order of business, it must be done by formal motion and carried by a 2/3 vote. This helps many times to keep the members "on the ball".
11. Recognize any member who wishes to speak.
12. Do not permit discussion until a motion is made, seconded, and stated by the chair.
13. Sit down after granting the floor to a member and remain seated while the member discusses the question.
14. State a motion clearly and, before taking a vote, be sure that all understand the question.
15. Announce the result of the vote.
16. Do not vote except in the case of a tie.
17. Require all remarks to be addressed to the chair. (Do not permit members to discuss the question among themselves nor address questions or remarks to each other).
18. Permit the vice president, or maker of the motion, to put a question to vote if the question concerns the president alone.
19. Close the meeting on time, but not too abruptly.

SECRETARY

1. Take notes and prepare adequate minutes of each regular and called meeting of the chapter.
2. Answer all incoming chapter correspondence.
3. Keep a proper file of copies of all outgoing and incoming correspondence.
4. Prepare all necessary chapter records.
5. Protect any and all permanent records of the chapter.
6. Be responsible for the posting of items of common interest and benefit on the classroom and/or school bulletin boards.
7. Read letters and/or other communications at chapter meetings.

8. Keep a proper record of votes cast--especially on important issues.
9. Be prepared at every meeting; minutes of previous meetings, a record of committees and their part reports, the chapter's program of work and a copy of a State and National DECA Handbook.
10. Be prepared at every regular meeting to give the chapter information about any unfinished business.

GUIDES FOR THE SECRETARY-

1. Be sure to record the minutes of ALL meetings--formal, informal and called meetings. Your record is important.
2. Record in your minutes what is DONE and what is SAID.
3. Always record the exact wording of the motion, whether they are carried or lost in the voting, and make a record of who made the motion.
4. If you cannot get the exact wording of the motion, you have every right to halt the proceedings long enough to do so by requesting the presiding officer to have the motion repeated slowly enough for you to make a record of it.
5. Your minutes should always show the names of members who have been appointed to committees--with the name of the chairperson if any designated.
6. If the treasurer's report is not included in your minutes as read, you should have a copy of the same attached to your minutes.
7. Minutes are important enough to be written in the permanent minute book, not on small pieces of paper. Any corrections that are made in the minutes as read should appear in the margin.
8. The signature of the presiding officer on the minutes, with any approved corrections, is important. It completes the record.

TREASURER

1. Receive an account for all funds that come into the chapter treasury.
2. Assist in the preparation of a statement of estimated receipts and expenditures for the year.
3. Keep financial records neat, accurate and up-to-date.
4. Collect all individual, state and national membership fees and be responsible for their disbursement to the state and/or national treasury.
5. Pay out funds on authorization of the chapter.
6. Encourage individual members to establish "thrift accounts" or regular savings plans.
7. Protect the financial reputation of the chapter by seeing that its obligations are promptly met.
8. Help plan and execute the ways and means of providing for chapter income.
9. Prepare necessary statements of receipts and expenditures.
10. Serve as an ex-officio member on the financial committee.

GUIDES FOR THE TREASURER

1. Keep your records in ink in a permanent ledger.
2. Record all receipts by name of member or from other source by name.
3. List all money paid out by date and to whom paid.
4. Never pay out any of the chapter's money without proper authority; always obtain a receipt from the person to whom money is paid.
5. Keep your records current at all times. Do not put off making the entries in your book.
6. Be in a position to make an accurate report to the members at every regular meeting.

PARLIAMENTARIAN

1. Be interested in and willing to help other chapter members.
2. Be prepared to advise the presiding officer and other chapter members on points of parliamentary procedure.
3. Have reference material pertaining to acceptable parliamentary procedure available to refer to should the need arise.
4. Be ever alert and call the chair's attention to significant irregularities in procedure.
5. Be prepared to explain any irregularity and its effect on the fair and equal rights of all chapter members.

GUIDES FOR THE PARLIAMENTARIAN

1. Make sure chapter meetings are conducted in an orderly manner. Know parliamentary law. (Be acquainted with Robert's Rules of Order, Newly Revised.)
2. Enable an assembly to transact business with speed and efficiency.
3. Protect the rights of each individual.
4. Preserve a spirit of harmony within the group.
5. Make sure the will of the majority is carried out, and the rights of the minority preserved.

REPORTER

1. Send news to state reporter and to the National DECA office.
2. Prepare articles for publication in school, local newspapers and NEW DIMENSIONS.
3. Contact and acquaint the editors of school and local newspapers with the aims and purposes of marketing education.
4. Keep a cumulative file of clippings, pictures, charts, copies of special programs, etc., and assist in building the chapter's "public relations" manual.

GUIDES FOR THE REPORTER

1. Gather and classify all DECA news.
2. Prepare articles for publication in local, state and national news media.
3. Develop a working relationship with local media personnel and supply them with DECA news.
4. File clippings, pictures, etc., on all DECA activities and maintain all records.

HISTORIAN

1. Produce (with the help of fellow members) a scrapbook or manual of all chapter events and activities of the current year.
2. Work closely with the reporter on chapter activities in sharing ideas, notes and other data.
3. Keep accurate records on all events and activities.

GUIDES FOR THE HISTORIAN

1. Maintain files and records on chapter activities.
2. Establish and follow a year-round schedule for completing a chapter scrapbook.
3. Work with advisor to be sure a camera is available to record all the activities of the chapter.

DECA FACTS

1. Joining DECA means joining more than 200,000 young men and women who are serious about career and personal growth and about the future of our country.
2. Your chapter receives member services that include chapter packets, the DECA GUIDE, NEW DIMENSIONS, posters and brochures.
3. As a DECA member you gain leadership skills by serving on committees and by holding offices at local, district, state and national levels.
4. DECA members have an opportunity to participate in state, regional and national leadership and career-related conferences.
5. DECA members meet people with common interests.
6. DECA members learn valuable sales and management skills through participation in chapter projects and activities at the local, district, state and national level.
7. DECA members participate both as leaders and as followers in the many activities offered.
8. DECA members receive copies of NEW DIMENSIONS, DECA's official student publication.
9. DECA members have the opportunity to use DECA's resources for recruitment, civic appearances, chapter activities and career development and to become acquainted with the marketing leaders of their community, their state and the nation.
10. Participation in DECA's competitive events provides members with practical experience and recognition.
11. DECA members learn about the American free enterprise system through participation in a variety of activities designed specifically for DECA members.
12. DECA members can prepare articles, take photos and share their activities through their publication, NEW DIMENSIONS.
13. DECA members learn marketing research by participating in DECA's unique competitive events program.
14. Since 1976, you have had a National DECA Center, a home for DECA. The National DECA Center serves as a focal point for DECA's programs of leadership development and member recognition. It is located in Reston, Virginia near Washington, D.C.

15. The Congressional Advisory Board and Friends of DECA serve you and are always willing to help.
16. DECA members develop valuable personal and career skills by planning, organizing and implementing a community public relations campaign in the Chapter Public Relations Project.
17. Nationally known companies, members of DECA's National Advisory Board, support you and your activities.
18. Special projects and chapter activities developed by DECA for DECA members provide you with the opportunity for interaction among community, state and national leaders.
19. DECA members can participate in the Merit Awards Program, a project to increase employability, provide an avenue of recognition and develop an awareness of competence in areas of marketing, merchandising and management.
20. Through the DECA Related Materials Service, DECA members have the availability of many items designed to improve their marketing skills and prepare for DECA activities as well as for their career objectives.
21. The Scholarship Awards Program helps provide higher education for those students with ability and need.
22. Through involvement with the Civic Consciousness Project, DECA members develop an awareness of community needs and work toward making our world a better place in which to live.
23. Your voting power means that you take an active part in determining the organization's programs and policies.
24. DECA members develop skills in the ownership, financing and managing of one's own business through participation in the entrepreneurship competitive events.
25. Through participation in competitive events, conferences and DECA's program of student activities, DECA members develop an understanding of the free enterprise system and the principles that make our country great.

FREE & INEXPENSIVE MATERIAL

APEE Enterprise and Education,
Editor: Craig Aronoff

The Association of Enterprise
Education Newsletter,
Kennesaw College, P.O. Box 444,
Marietta, GA, 30061 Published
quarterly.

Newsletter containing information
pertinent to the private enterprise
system, including upcoming conferences.

AAVIM's 1988 Spring Catalog,
Editor: unknown

American Association for
Vocational Instructional Materials,
120 Driftmier Engineering Center,
Athens, GA, 30602

Catalog of vocational instruction
materials.

Aetna Sphere,
Editor: Ernie Mills

Aetna Life & Casualty,
151 Farmington Avenue
Hartford, CT, 06156.
Published 11 times per year.

Articles deal with what is happening at
Aetna and around the insurance industry
in general.

AIT Newsletter,
Editor: unknown

Agency for Instructional Technology
Box A
Bloomington, IN, 47402-0120

Articles to help teachers with various
aspects of teaching and classroom
problems/situations.

American Printer,
Editor: Elizabeth G. Berglund

Maclean Hunter Publishing Corp.
29 N. Wacker Drive
Chicago, IL, 60606
Published monthly.

Articles geared toward the printing
industry concerning new technologies,
management, finance and competition.

Amoco Corporation Annual Report 1987,
Editor: unknown

Amoco Corporation
200 East Randolph Drive
Chicago, IL, 60601

Annual report of corporation concerning
financial status and other pertinent
information of the company, its
subsidiaries and affiliates.

Balance Sheet (The).
Editor: Donald H. Fox

South-Western Publishing Company,
5101 Madison Road
Cincinnati, OH 45227
Published 5 times per year

Publication deals with leadership skills,
career success and program evaluation.

Burnett Mailing List Catalog.
Editor: unknown

Ed Burnett Consultants, Inc.
99 West Sheffield Avenue
Englewood, NJ, 07631
Published annually.

Catalog includes products for educators
and other professionals. Includes index
listing many national magazines and their
readership.

Business Education World.
Editor: Alfred J. Bernardi

Gregg Division
McGraw-Hill Co.
1221 Avenue of the Americas
New York, NY 10020
Published during the school year.

Contains articles on various aspects of
teaching business.

Campus Technology Products Co.,
Editor: unknown

Campus Technology Products Co.
15 Loudon Street, SW,
Leesburg, VA, 22075

Catalog of software and high technology
products for higher education. Spring
1988.

Centergram.
Managing Editor: Ciritta B. Park

National Center for Research in
Vocational Education
The Ohio State University,
19670 Kenny Road
Columbus, OH, 43210-1090

Newsletter containing up-to-date
information about the field of vocational
education, including product updates and
brief articles on new programs.

Chevron Marketer
Editor: Barbara J. Strong

Chevron, U.S.A.
225 Bush Street
San Francisco, CA, 94104
Published bi-monthly.

Informs and recognizes the dealers,
agents and jobbers who market Chevron
branded products.

259

Chevron World, Editor:
Editor: Rae Leapet

Chevron World
225 Bush Street
San Francisco, CA 94104

Articles deal with company & employee
news at Chevron Oil Co.

Chiswick

Chiswick Trading, Inc.
31 Union Avenue
Sudbury, MA 01776

Catalog of packing and business products.

CommShare
Editor: unknown

The Dryden Press
One Salt Creek Lane
Hinsdale, IL, 60521
Published 2 times per year.

A resource for business communications
professors to share ideas and information
on the teaching of business
communications.

Computer Graphics
Editor: unknown

Modern School Supplies
P.O. Box 958
Hartford, CT 06143

Catalog of school supplies specializing
in graphics packages for computers.

Connecticut Business Trends
Editor: unknown

Connecticut Bank and Trust Company
Hartford, CT 06115
Published bi-monthly.

Economic articles of business in
Connecticut.
Published bi-monthly

Connecticut State Register
and Manual 1988

State of Connecticut
Hartford, CT 06115
Published yearly.

Contains all information about the State
of Connecticut.

Connecticut Voice (The)
Editor: Priscilla Sheldon

The Connecticut Voice
Bank of Boston Connecticut
81 West Main Street
Waterbury, CT 06702
Published monthly.

Articles deal with Bank of Boston
Connecticut employee news.

Consumer Information Catalog

U.S. General Services Administration
Information Center-E, P.O. Box 100
Pueblo, CO, 81002
Published 4 times per year

Catalog of selected federal publications
of consumer interest.

Consumer's Resource Handbook

U.S. Office of Consumer Affairs
Washington, DC, 20201

Handbook on whom to contact for
assistance concerning available products
and services in the marketplace. 1988
edition.

D. E. Supplier, (The)

P.O. Box 214
S. Pennsylvania Avenue
Morrisville, PA, 19067
Published irregularly.

Advertising for products such as store
fixtures, classroom furniture, display
and advertising materials and much more.

D. E. Visuals

D.E. Visuals
3595 N.W. 83rd Avenue
Sunrise, FL, 33351

1987-88 flyer of slide tapes for
marketing and related fields. Catalog
and prices.

Dick Blick School Art Supplement

Secondary Education Edition 1988
Box 1267
Galesburg, IL, 61401
Published irregularly.

Catalog of arts materials of interest to
high school art teachers.

Dictation Disc Company Book
Publishers 1988 Catalog

Dictation Disc Company Book Publishers
14 East 8th Street
New York, NY, 10016

Catalog of materials for accountants,
word processing, database, shorthand and
keyboarding.

Direct Marketing.
Editor: Raymond A. Rock

Direct Marketing
224 Seventh Street
Garden City, Long Island, NY, 11530-5771

Art of selling to consumer and business markets using direct response advertising to enhance marketing database. Articles on direct response advertising, mail order, delivery systems, electronic mail and telemarketing.

Distributive Education
Compiled by Phillip R. Foster

Maryland Vocational Curriculum Research & Development Center
Department of Industrial Education
University of Maryland,
College Park, MD, 20742

Resource guide to competency-based vocational education. All types of printed and non-printed materials for teaching vocational education.

Distributive Education Clubs
of America: Catalog
of Membership Items 1987-88

DECA Supply Service
Parklawn Drive
Rockville, MD 20842

Catalog of DECA items on sale to members.

DM News, Editor:

Ray Shultz, Direct Marketing Newspaper,
DM News Corporation,
19 West 21st Street, New York, NY,
10010 Published weekly.

Newspaper catering to direct marketers and their agencies in North America.

EBEA News (Eastern Business
Education Education Assoc.)

Newsletter of an affiliate of National Business Education Association. Objective of organization is to promote the professional growth of business educator-of-year recipients

Economic Review.

Federal Reserve Bank of Kansas City,
Kansas City, MO, 64198 Published
monthly except in July/August and
September/October when it is published
bi-monthly.

General articles on the economic status of the United States, as well as the international and economic stability.

Electronic Learning,
Managing Editor: Jonathan Goodspeed

Scholastic Inc.,
730 Broadway, New York, NY, 10003-9538
Published 8 times per year.

Articles of vendor viewpoints, software selection, research and new technologies in the computer industry.

EP&P

Maclean Hunter Publishing Corp.,
29 N. Wacker Drive
Chicago, IL, 60606 Published 9 times per year.

Articles regarding services, technologies and general interest for electronic publishing and printing professionals.

Federal Reserve Bank of New York
Quarterly Review

Research and Statistics Group of The Federal Reserve Bank of New York
Public Information Department
33 Liberty Street, New York, NY, 10045
Published quarterly.

Includes articles on interest rates, deposit flow, change in market rates and other interesting banking news.

Fidelity Graphic Arts Catalog (The)

Fidelity Products Co.,
5601 International Parkway
P.O. Box 155, Minneapolis, MN
55440-0155. Published irregularly.

Catalog of graphic arts products.

Films Incorporated:
Training Film & Video Catalog

Films Incorporated
5547 N. Ravenswood Avenue
Chicago, IL, 60640-1199

Catalog of film and videos featuring top names in training, sales, retail management, personal computers and equal opportunity employment.

Finance & Development
Editor: Bahram Mowzad

Published by the International Monetary Fund and The World Bank
Washington, DC, 20431
Published quarterly.

Articles concerning finance and development issues worldwide.

Food & Nutrition News,
Editor, Eleanor M. Urenos

National Livestock and Meat Board
444 North Michigan Avenue
Chicago, IL, 60611
Published 5 times per year.

Contains articles of interest to
nutritionists, home economists and health
care professionals.

Forestry Suppliers, Inc.,

Forestry Suppliers, Inc.,
205 West Rankin Street, P.O.Box 8397,
Jackson, MS, 39204-0397

Catalog of professional equipment for all
aspects of forestry.

GANNETTER
Editor: Joe Junod

Gannett Co., Inc.
1100 Wilson Blvd.,
Arlington, VA, 22209 Published monthly.

Deals with articles of interest to
Gannett Co. employees.

Getting Jobs
Editor: Bobbi Ray Madry

MPC Educational Publishers
3838 White Plains Road, Bronx, NY,
10467-5394 Published bi-monthly.

Newsletter for teachers and counselors.

Global Computer Supplies

45 South Service Road, Department 81
Plainview, NY, 11803 Published 4 times
per year.

Computer supplies catalog selling
equipment and computer supplies.

Global Equipment Company Industrial
Products Buying Guide

6645 Hemlock Drive
Hempstead, NY, 11550

Full spectrum of factory, warehouse and
office products. Catalog and prices.

Graphic Arts Monthly
Editor: Roger Ynostroza

The Cahners Publishing Company,
Div. of Reed Publishing U.S.A.
275 Washington Street,
Newton, MA, 02158-1630
Published monthly.

Articles deal with graphic arts materials
and what is new in this field.

Graphic Arts Product News
Editor: Jill Roth

Maclean Hunter Publishing Company,
300 W. Adams Street, Chicago, IL, 60606
Published bi-monthly.

Information on commercial printing,
packaging converting newspapers, in-plant
printing and allied industries.
State-of-the-art equipment information.

Highsmith

The Highsmith Company, Inc.
5527 Highway 106, P.O. Box 800
Fort Atkinson, WI, 53538-0800

Catalog of quality office, audiovisual
and microcomputer products.

IDEAS for Marketing Educators
Man. Editor: James R. Gleason, Ph.D.

Marketing Education Resource Center
The Ohio State University
1375 King Avenue, P.O. Box 12226,
Columbus, OH 43121-0226 Published 5
times per academic year.

Articles geared toward marketing
educators regarding teaching practices,
new developments and reports.

Ideasworth

Specialty Advertising Associates, Int'l
Richard G. Ebel, Vice President/Marketing
Communications
1404 Walnut Hill Lane, Irving, TX 75038
Published quarterly.

Contains information regarding on-target
promotions using specialty advertising.

ILO Publications

1750 New York Avenue, N.W.
Washington, DC, 20006

Listing of publications concerning
international labor issues.

IMF Survey
Editor: Alexander Mountford

International Monetary Fund,
Publications Unit, Box S-100, Washington,
DC, 20431 Published on alternate
Mondays.

Up-to-date information on the monetary
system and status around the world.

In-Plant Printer & Electronic
Publisher,
Editor: Michael Angelo

Innes Publishing Company
P.O. Box 368
Northbrook, IL, 60065 Published
bi-monthly.

Features articles about printing, with
updated news on printers. Also includes
electronic news developments.

In-Plant Reproductions & Electronic
Publishing, Editor: Denis Wallace

North American Publishing Co.
322 8th Avenue
New York, NY, 10001 Published monthly.

Deals with new technology that is taking
place in the field of publishing.

Kodakery

Eastman Kodak Company
343 State Street, Rochester NY, 14650
Published monthly.

Articles deal with new technology,
products and employee news of Eastman
Kodak Company.

Labor Management Cooperative Brief

U.S. Department of Labor
Bureau of Labor-Management Relations &
Cooperative Programs, Washington, DC,
20210

Reports on significant literature and
events.

Labor Relations Today
Editor: Barbara Schrader

Department of Labor, Bureau
of Labor-Management Relations and
Cooperative Programs.
Washington, DC, 20210 Published
bi-monthly.

Articles for practitioners concerning
education and its relation to the
workforce.

Media Resources Catalog
Supplement 1988

National Audiovisual Center
Customer Services Section PZ
8700 Edgeworth Drive
Capitol Heights, MD, 20743-3701

Catalog of federally-produced audiovisual
material.

Misco Catalog

Misco Computer Supplies and Accessories,
One Misco Plaza, Holmdel, NJ, 07733

Catalog of computer supplies and
equipment.
266

MMI Memo

Household Financial Services
2700 Sanders Road
Prospect Heights, IL, 60070
Published semi-annually.

Articles deal with news of consumer interest on various subjects. Also provides ideas for classroom activities.

Modern Office Technology
Editor: Laura Romei

Penton Publishing Inc.
1100 Superior Avenue, Cleveland, OH,
44114 Published monthly.

Informs one of modern advances and equipment in office technology. Materials can also be purchased.

Modern School Supplies

P.O. Box 958, Hartford, CT, 06143

Catalog of school supplies specializing in drafting, art and graphic supplies, and equipment for occupational education and industrial technology.

Money Management
Editor: Nancy H. Baran

Money Management Institute
Household Financial Services
2700 Sanders Road, Prospect Heights, IL,
60070 Published semi-annually.

Consumer education newsletter. Articles on insurance forms and policies, consumer education materials, and also includes catalog of personal money management materials that can be ordered.

New Dimensions
Editor: Tim Coffey

DECA, 1908 Association Drive, Reston, VA,
22091-1594

Official publication of DECA. Articles deal with issues to help be successful in business-like communication skills, telephone manners, leadership development skills, etc.

New Direction for Labor and Management

U.S. Department of Labor
Bureau of Labor Management Relations
and Cooperative Programs, Washington, DC,
20210

Information on the collective bargaining forum.

New Ventures in Education
& Training
Editor: Charles Dervaries

Partners for American Vocational
Education, Box 20226, Alexandria, VA,
22320 Published monthly.

Articles on joint ventures between
business and education.

NEWS

U.S. Department of Labor, Bureau of
Labor-Management Relations and
Cooperative Programs, Washington, DC,
20210

News release re: "Laws Project" that
examines the labor relation system and
analyzes the Civil Service Reform Act on
cooperative initiatives among Federal
personnel.

NFIB Quarterly Economic Report
For Small Business

Institute for Enterprise Advancement
Suite 700, 600 Maryland Avenue S.W.
Washington, DC, 20024 Published
quarterly.

Information pertaining to the economics
of small business.

NRMA Washington Retail Report
Editor: Robin Lanier

Suite 700, 1000 Connecticut Avenue, N.W.
Washington, DC 20036 Published monthly.

Articles deal with new and upcoming trade
legislation. Also deals with import and
export retail trade news.

Office Management Outlook

Herman E. Williams, Federal Express
Information Service, P.O. Box 3444,
Dayton, OH, 4501-9906

Booklet in a series that contains a
brief, stimulating article prepared by
professional researcher and writer.

Opportunity
Editor: Jack Weissman

Opportunity Press, Inc.
Suite 1405, 6 N. Michigan Ave.
Chicago, IL, 60602 Published monthly.

Articles deal with how to be successful
at selling.

Panorama

Eastman Kodak Company, 343 State Street,
Rochester, NY, 14650 Published
quarterly.

Articles deal with Kodak products and
employees, as well as with modern office
technologies and current technological
issues.

Printing Impressions

Editor: Mark T. Michelson

North American Publishing Co.,
401 North Broad Street, Philadelphia, PA,
19108

Deals with printing, computer systems,
packaging and allied operations.

Publishers Central Bureau

Publishers Central Bureau
Department 205, One Champion Avenue,
Avenel, NJ, 07001-2301

Catalog of books and audiovisual
equipment.

Regional Industrial Buying Guide
(Western New England)

Thomas Regional Directory Co., Inc.
A Subsidiary of Thomas Publishing Co.
330 W. 34th Street, New York, NY, 10001

Catalog of products and services bought
by industry.

Resources

Resources for the Future, 1616 P Street,
N.W., Washington, DC, 20036 1988
publication.

Articles deal with environmental issues,
both national and international.

Resources for Building A Strong
Marketing Education Program

Mark. Ed. Resource Center
Division of IDECC, Inc.
The Ohio State University, 1375 King
Avenue, P.O. Box 12226, Columbus, OH,
43212-0226

Catalog of items to use in classroom that
deal with learning activity package in
all areas of marketing education.

Sales & Marketing Training
Editor: Jim Rapp

The Journal of the National Society of
Sales Training Executives, P.O. Box 1500,
Westbury, NY, 11590 Published 4 times
per year-January, April, July and October.

Includes news of NSSTE and articles of
effective sales and marketing training.

Selrite Catalog

School Equipment Corporation of America,
Times Square Station, P.O. Box 2657, New
York, NY, 10108

Catalog of equipment for office, business
and school.

269

Sex Fairness in Business and Office
Education For the State of
Connecticut

The State of Connecticut
Department of Education, P.O. Box 2219
Hartford, CT, 06119

Handbook developed by SDE to increase sex
fairness in Business and Office Education.

Sikorsky News
Editor: Sandy Harden

Sikorsky Aircraft, Stratford, CT, 06601
Published monthly.

Articles deal with news at Sikorsky and
employee information.

Span
Editor: Tom W. Seslar

Amoco Corporation, P.O. Box 87703
Chicago, IL, 60680-0703 Published
quarterly.

Articles dealing with Amoco Corporation
and employees.

Stanley World

The Stanley Works, New Britain, CT, 06050

Articles deal with Stanley employees,
corporate news and company products.

STORES
Editor: Joan Bergmann

National Retail Merchant's Association
Enterprises, Inc., 100 West 31st Street,
New York, NY, 10001 Published monthly.

For the retail executive, includes what
is happening in retail merchandising in
chain department stores as well as
strategies for the future.

Sunburst Communications Educational
Computer Software

39 Washington Avenue
Pleasantville, NY, 10570-9971

Catalog of computer software for
educational purposes.

Teaching Professor (The)
Editor: Maryellen Gleason Weimer,
Ph.D.

Magna Publications, Inc.
2718 Dryden Drive, Madison, WI,
53704-3006 Published monthly.

Aids, ideas, and research for classroom
information.

Travelers Tribune (The)
Editor: Mark Robinson

The Travelers, One Tower Square,
Hartford, CT, 06183 Published monthly.

Articles deal with what is happening at
Travelers and other employee news.

270

USX

United States Steel Corporation
767 Fifth Ave, New York, NY 10153

Contains information about the corporation, products, and businesses.

Viewpoints in Business Education

Editor: Harry R. Moon

MPC Educational Publishers, 3839 White Plains Road, Bronx, NY, 10467-5394
Published monthly during the school year.

Contains pertinent information for business education teachers.

Video Catalog (The)

Managing Editor: Julie Howmiller

Video-Sig, 1030C East Duane Avenue
Sunnyvale, CA, 94086.

Rare and hard-to-find videos at below-store prices, like user-supported and public domain software.

Vocational Training News

Editor: Dave Goska

Capitol Publications, Inc.,
1101 King Street, P.O. Box 1454,
Alexandria, VA, 22313-2054 Published weekly.

Articles deal with employment, training and vocational education.

Yellow Pages Update

Yellow Pages Update, Suite 250
500 Chesterfield Center, Chesterfield,
MO, 63017 Published quarterly.

Publication that covers information in the yellow pages that publishers, advertisers and consumers are interested in.

SELECTED MARKETING EDUCATION PROGRAM RESOURCES

Audio-Visual Materials

American Marketing Association
Audiovisual Library
c/o Bureau of Audiovisual Instruction
P.O. Box 2093
Madison, WI 53701
(AMA membership required)
(312) 648-0536

Direct Cinema Limited
P.O. Box 69589
Los Angeles, CA 90069
(201) 891-8240 (NJ)

Free Enterprise Institute
7575 Fulton Road
Ada, MI 49355-0001
(616) 676-6986

McGraw-Hill Training Systems
P.O. Box 641
Del Mar, CA 92014
(619) 453-5000

Pepsico, Inc.
c/o H. Naylor Fitzhugh
Pepsi-Cola Co.
Purchase, NY 10577
(914) 253-3225

Salenger Educational Media
Santa Monica, CA

Career Aids, Inc.
20417 Nordhoff Street,
Dept. TE7
Chatsworth, CA 91311
(818) 341-8200

Fairchild Visuals
Department NL
7 East 12 Street
New York, NY 10003
(212) 741-4280

IBIS
Pleasantville, NY

Modern Talking Picture Service
5000 Park Street North
St. Petersburg, FL 33709
(813) 541-5763

Roundtable Film and Video
Wellesley, MA

Thompson Mitchell and Associates
3384 Peachtree Road NE
Atlanta, GA 30326
(404) 233-5435

Government and Private Agencies

Better Business Bureau
630 Oakwood Avenue
West Hartford, CT
(203) 247-8700

Franchise Studies Program
College of Business Administration
University of Nebraska-Lincoln
Lincoln, NE 68588-0400
(402) 472-5181

National Federation of Independent
Business Research and Education
Foundation
600 Maryland Avenue, S.W.
Suite 700
Washington, DC 20024
(202) 554-9000

Chamber of Commerce of the United
States
1615 H Street, NW
Washington, DC 20062
(202) 659-6000

Job Training & Skill Development
Office
Connecticut Department of Labor
90 Washington Street
Hartford, CT
(203) 566-4724

Conn. Dept. of Economic Development
Small Business Affairs
210 Washington Street
Hartford, CT
(203) 566-4051

Conn. Department of Labor
200 Folly Brook Blvd.
Wethersfield, CT
(203) 566-5160

U.S. Small Business Administration
SCORE
330 Main Street
Hartford, CT 06106
(203) 240-4640

Publishers

American Vocational Assoc.
1410 King Street
Alexandria, VA 22314
(703) 683-3111

Anaheim Publishing Company
2632 Saturn Street
Brea, CA 92621
(714) 993-3700

Bobbs-Merrill Educ. Publishing
4300 West 62nd Street
Indianapolis, In 46206
(317-298-5400

DECA Supply Service
11722 Parklawn Drive
Rockville, MD 20852
(301) 770-4014

Education Associates
33 Fountain Place
P.O. Box Y
Frankfort, KY 40602

EMC Publishing
300 York Avenue
St. Paul, MN 55101
1-800-328-1452

Gregg/McGraw Hill
Princeton Road
Hightstown, NJ 08520
(609) 448-1700

Marketing Educ. Resource Center
(Formerly IDECC)
1564 West First Avenue
Columbus, OH 43210-9998
(614) 486-6708

MPC Educational Publishers
3839 White Plains Road
Bronx, NY 10467-5394
1-300-223-8055

American Marketing Assoc.
Audiovisual Library
c/o Bur. of Audiovisual Instruction
P.O. Box 2093
Madison, WI 53701
(AMA membership required)
(312) 648-0536

Bennett and McKnight
Division of Glencoe Publishing Co.
809 West Detweiller Drive
Peoria, IL 61615
1-800-447-0682

DECA Related Materials
1908 Association Drive
Reston, VA 22091
(703) 860-5000

Dynamo, Inc.
P.O. Box 173
Wheaton, IL 69189
(312) 665-0060

EIMC Publications
The Univ. of Texas at Austin
Division of Continuing Education
P.O. Box 7218
Austin, TX 78713-7218
(512) 471-7716

Flex-Sell
910 Arch Street
Philadelphia, PA 19107
(215) 925-4958

Houghton-Mifflin Company
1900 South Batavia Avenue
Geneva, IL 60134
(312) 232-2550

Procter and Gamble
Public Affairs Division
P.O. Box 599
Cincinnati, OH 45201

Selrite
School Equipment Co. of America
150 West 47 Street
New York, NY 10036
1-800-247-2417

University of Missouri-Columbia
Instructional Materials Laboratory
10 Industrial Education Building
University of Missouri-Columbia
Columbia, MO 65211
(314) 882-2121

Prentice-Hall Inc.
Sylvan Avenue
Englewood Cliffs, NJ 07632
(201) 592-20000

Science Research Associates, Inc.
155 North Wacker Drive
Chicago, IL 60606
(312) 984-7263

South-Western Publishing Company
5101 Madison Road
Cincinnati, OH 45227
1-800-431-1288

Student Resource Publications

Advertising Age
Ad Forum
Advertising Management Journal
Advertising World
Business Week
Business Marketing
Business Horizons
Direct Marketing
Entrepreneur
Forbes
Harvard Business Review

Industrial Marketing
Industrial Marketing Management
Industry Week
Journal of Advertising Research
Journal of Business Research
Journal of Business Strategy
Journal of Marketing
Marketing Communications
Marketing News
Management Review
Success

Advertising

American Advertising Federation
1225 Connecticut Ave., NW
Washington, DC 20036

American Association of
Advertising Agencies
200 Park Avenue
New York, NY 10017

Association of Industrial
Advertisers
41 East 42nd Street
New York, NY 10017

Automotive

National Automobile Dealers Association
2000 K Street, NW
Washington, DC 20006

Broadcasting

National Association of Broadcasters
1771 N. Street, NW
Washington, DC 20036

Buying

Association of Buying Offices
100 West 31st Street
New York, NY 10017

Commercial Art

National Assoc. of Schools of Art
1 DuPont Circle, NW
Washington, DC 20006

Direct Selling

Direct Selling Association
1730 M Street, NW, Suite 610
Washington, DC 20006

Economics

National Assoc. of Business
Economists
888 17th Street, NW, Suite 208
Washington, DC 20006

Financial

American Bankers Association
1120 Connecticut Avenue
Washington, DC 20036

Food

National Food Brokers Association
NFBA Building
1916 M Street, NW
Washington, DC 20036

Industrial Design

Industrial Designers Society
of America
1717 N Street, NW
Washington, DC 20006

Industrial Marketing

Industrial Marketing Associates
516 Pleasant Street
St. Joseph, MI 49085

Insurance

Institute of Life Insurance
277 Park Avenue
New York, NY 10017

Marketing

American Marketing Association
250 South Wacker Drive, Suite 200
Chicago, IL 60606

Marketing Research

Market Research Association
P.O. Box 145 - Grand Central Station
New York, NY 10017

Administrative Research Assoc., Inc.
Irvine Town Center
Box 4211
Irvine, CA 92664

Purchasing

National Association of Purchasing
Management
11 Park Place
New York, NY 10007

Real Estate

National Association of Realtors
430 N. Michigan Avenue
Chicago, IL 60611

Retailing

National Retail Merchants Association
100 West 31st Street
New York, NY 10001

American Collegiate Retailing
Association
1 Lomb Memorial Drive
Rochester, NY 14623

Sales Promotion

Sales Promotion Executives Association
2130 Delancey Street
Philadelphia, PA 19103

Sales

Sales & Marketing Executives
International
380 Lexington Avenue
New York, NY 10017

Securities

Securities Industry Association
20 Broad Street
New York, NE 10005

Statistics

American Statistical Association
806 15th Street, NW
Washington, DC 20005

Supermarket

National Association of Food Chains
1725 I Street, NW
Washington, DC 20006

National Association of Retail Grocers
of the U.S.
200 Spring Road - Suite 620
Oak Brook, IL 60521

Supermarket Institute, Inc.
200 E. Ontario Street
Chicago, IL 60611

Traffic

American Society of Traffic &
Transportation, Inc.
327 S. LaSalle Street
Chicago, IL 60604

Wholesaling

National Association of Wholesaler-
Distributors
1725 K Street, NW
Washington, DC 20006

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